Foundation Literacy I

Back to Basics
An Educational Revolution

Aart Bark

FOUNDATION LITERACY 1

A. BARK, The 3R's The Professional Way
Cattai, 2756

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THE LETTERS

Teaching
Tracing
Writing
Learning through
Sorting & Matching

445 REGULAR, 1 - BEAT WORDS

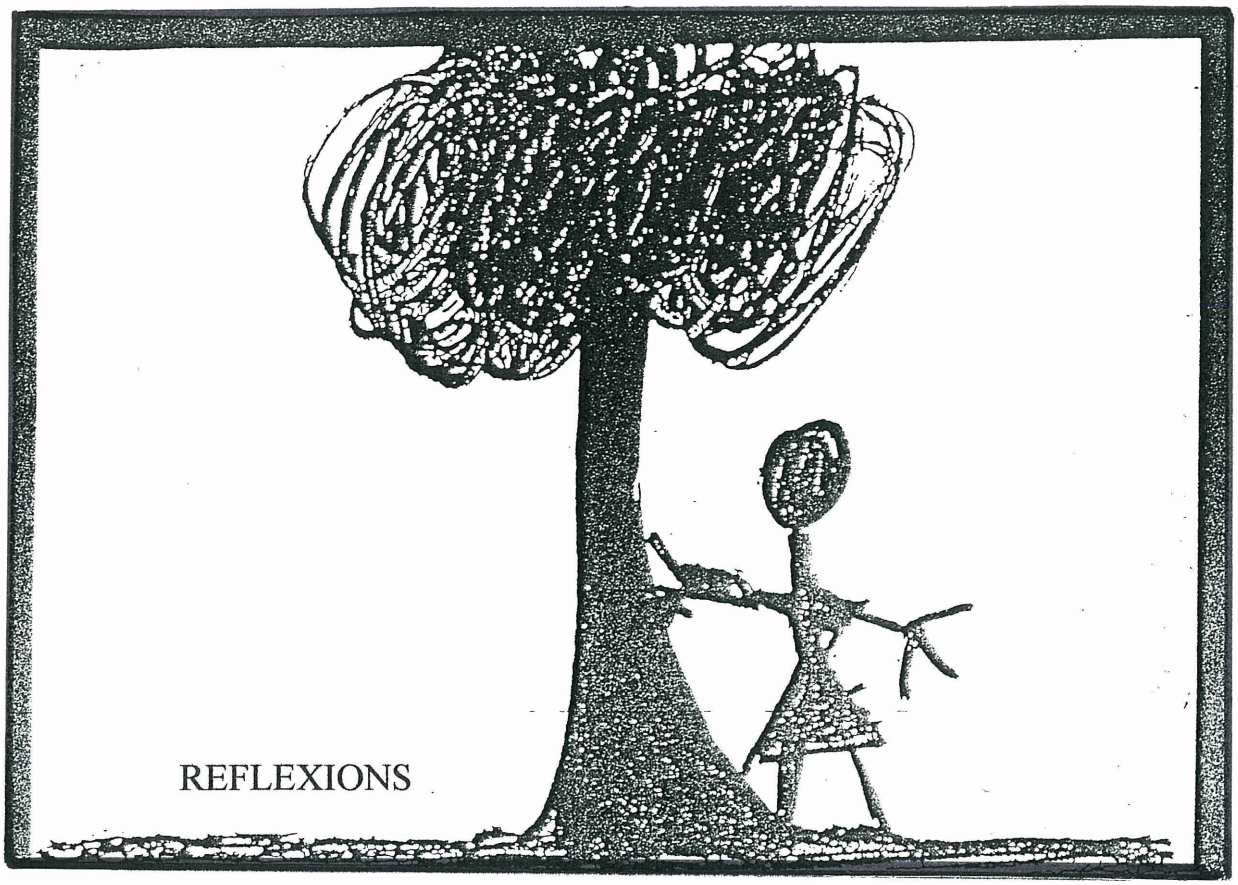
representing the 15 basic sounds and arranged in word-families

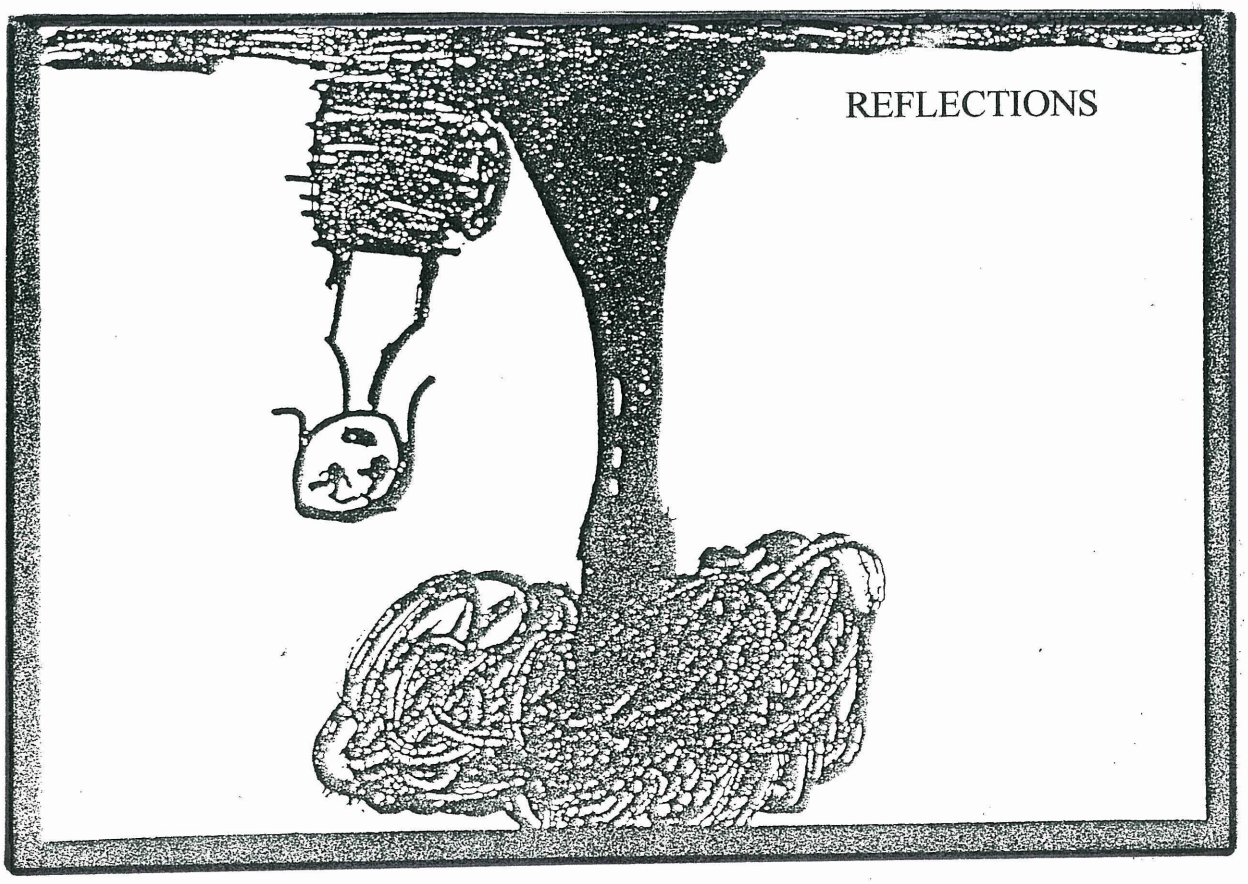
Teaching
Matching using lettercards
Composing from memory
Writing from memory
Selecting
Decoding

READING FLUENCY

200 short sentences and paragraphs in rhyme and rhythm

Reading and carrying out short messages


REFLEXIONS


REFLECTIONS

THE GENTLE ART OF BREAKING IN…CHILDREN.

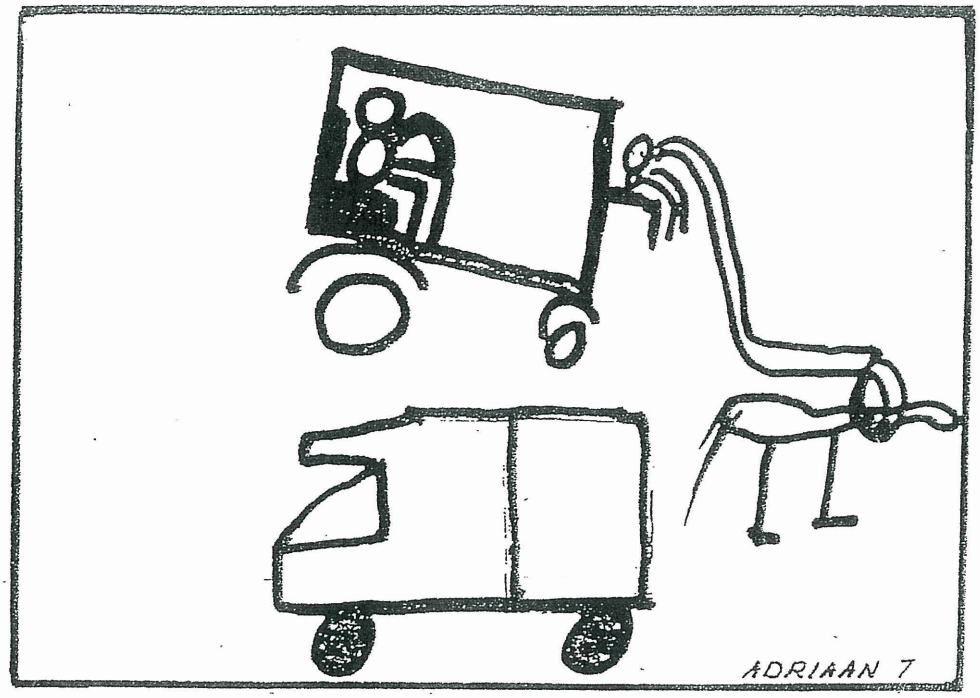
THEY ARE LIKE HORSES; THEY NEED REINS.

THE TWELVE COMMANDMENTS

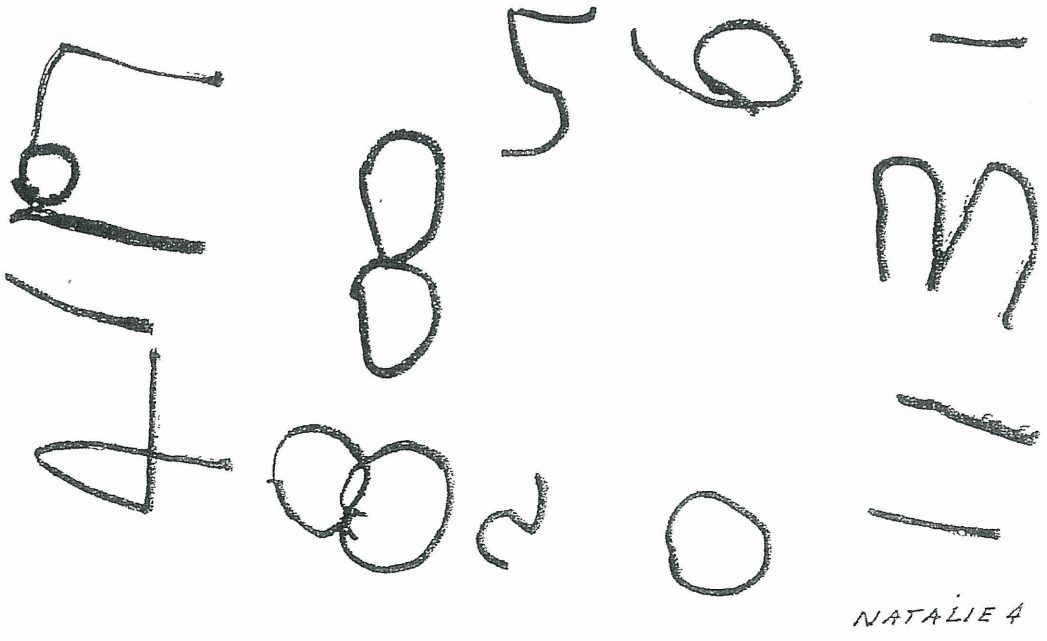
FOR PARENTS AND TEACHERS

1. LET THE CHILDREN COME UNTO THEE

2. DON'T LET THEM GO EMPTY HANDED

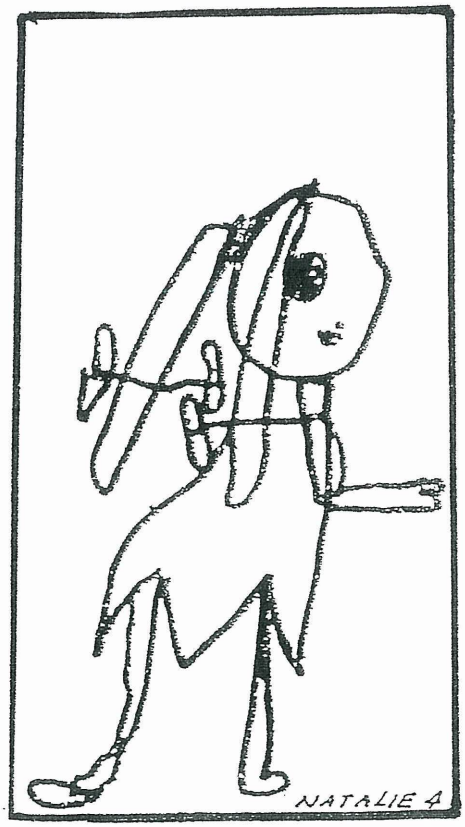


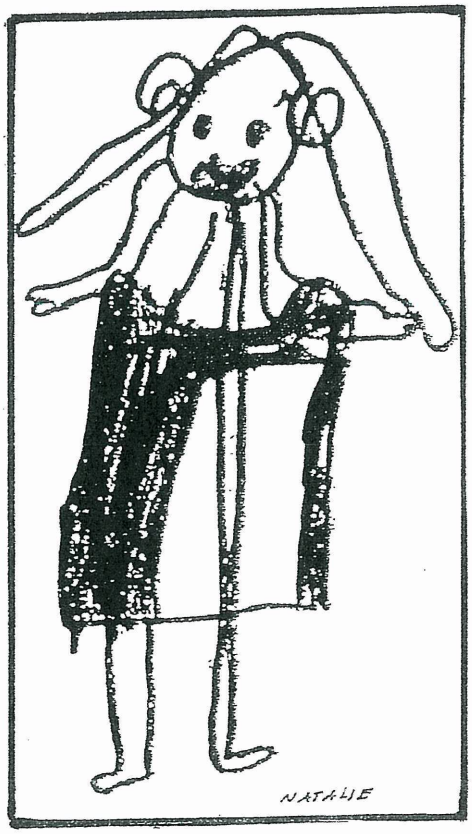
3. COME UP TO THEIR LEVEL



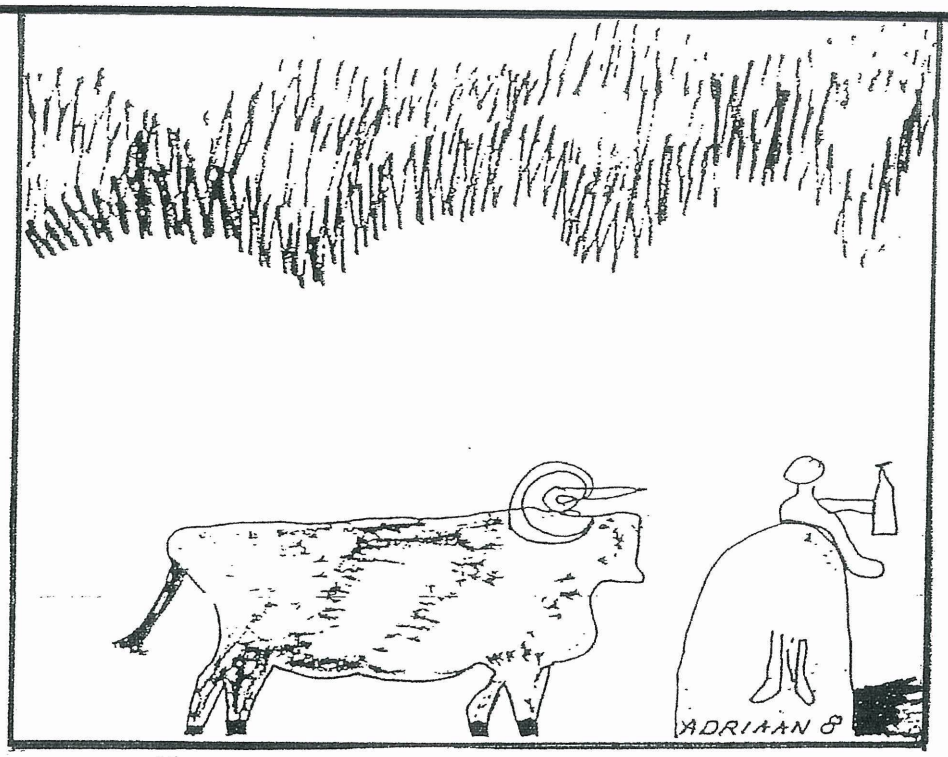
4. WATCH THEM AROUND THE CLOCK

5. KEEP SOME CHALK FOR A RAINY DAY

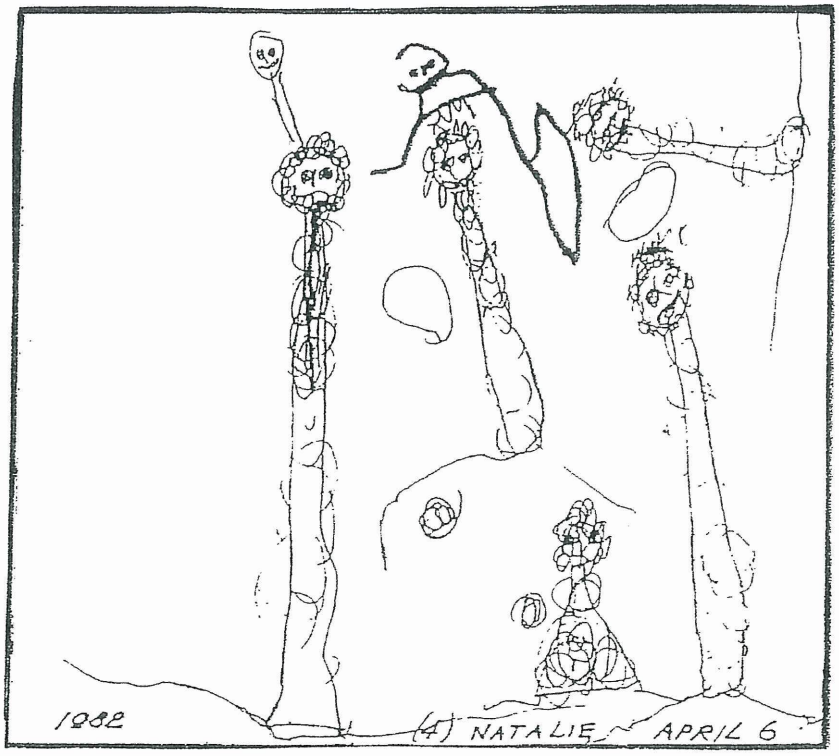




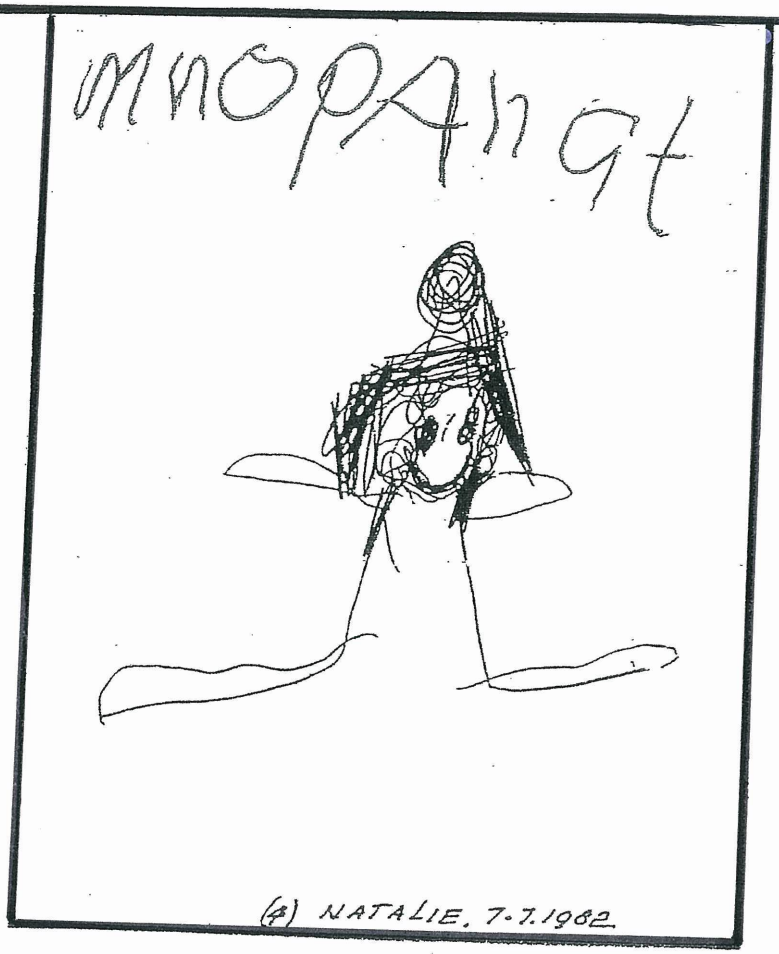
6. TEACH BY EXAMPLE; DON'T TRAMPLE



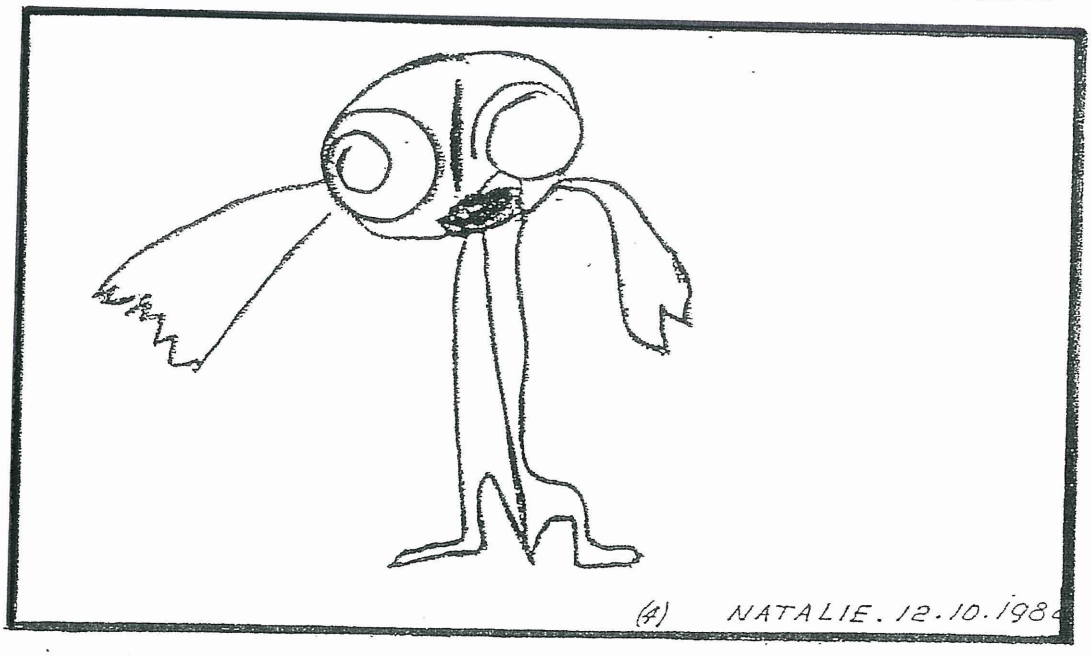
7. DON'T KNOCK THEM



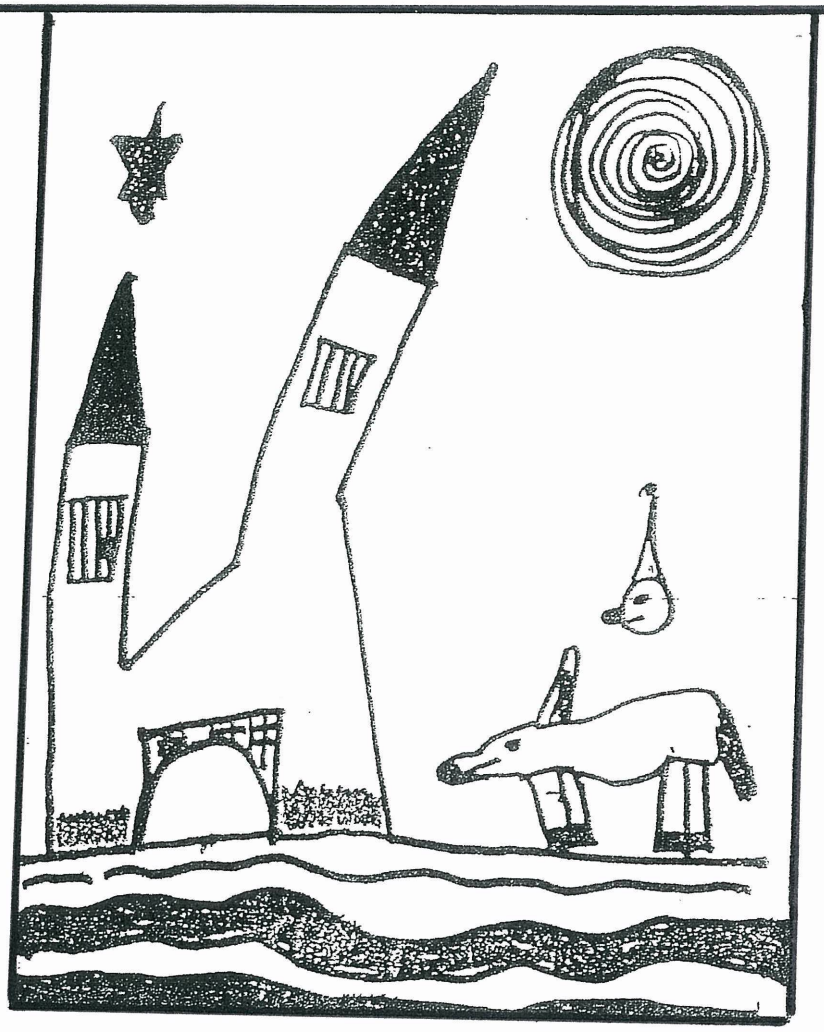
8. ALLOW FREEDOM, BUT DON'T LET THEM TAKE OVER.



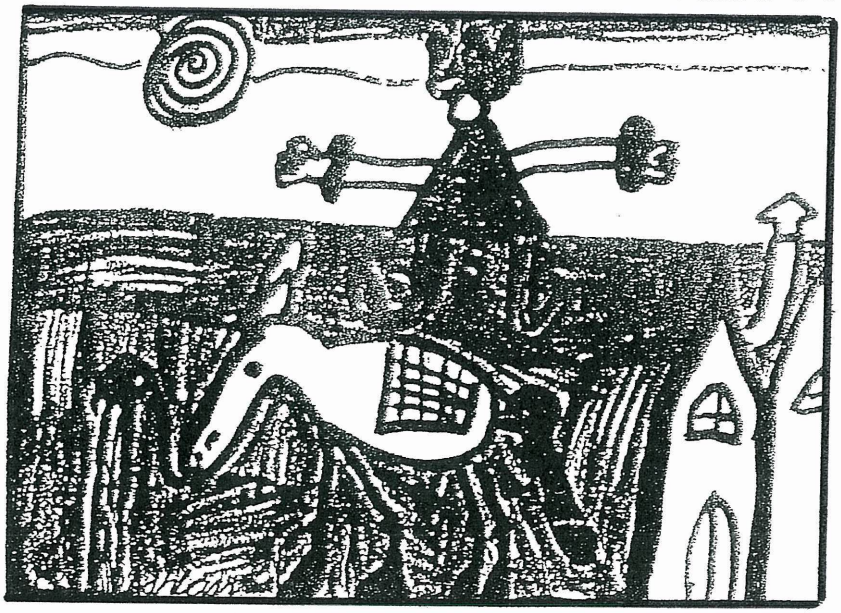
9. DON'T LET THEM GET INTO YOUR HAIR



10. NEVER LOSE YOUR COOL



11. HOLD YOUR HORSE! WAIT TILL THEY LET YOU IN.



12. RELAX WITH 'FLAKE OUT'

It took 10,000 hours to compile. The ideas put forward grew out of the work done with private pupils ranging in age form 7 to 28. To my knowledge, there exists no other method that will help to improve the reading ages of backward children by at least one month in just one lesson; generally speaking, this amazing progress will show up after about 8 lessons.

The book will, hopefully, replace the millions of illegible stencils regularly distributed to the new generation of "fill-in-the-gap children" throughout Australia. Subject to the stranglehold of vertical thinking as Edward de Bono would say, this blatant infringement of copyright is not only detrimental to the eye, but depletes our purse as well as our energy resources.

3RS is ideal for:

- teaching individuals or groups from age 4
- people with a sound knowledge of English and/or Mathematics to establish themselves as private tutors in their own areas
- parents living in the bush
- parents going overseas
- parents who want to help their children, but do not know where to start, let alone where to finish
- teachers who want to widen their horizon
- students of all levels.
- It offers a complete course for Primary schools.
- It will enable students to become proficient with no more than two hours of regular daily study.
- The kit may be used by all children in the family.

FOOTNOTE

I spent three fascinating hours with Mr Bark as a pupil. It was most educational and I believe that his Three RS have alot to offer parents and the teaching professionals. The ease with which the system works is incredible, the imagination which it inspires in language and writing skills is exciting. It uses colour in graphics, as well as in language. Due to lack of space we were not able to fit in the mathematics system. It too is colourful, simple and exciting. Mr. Bark has offered to talk to P & C Associations free of charge about the Three-RS just give him a ring on (045) 728-568.

F. STERN

Parent & Citizen JULY, 1983

The Dutch connection

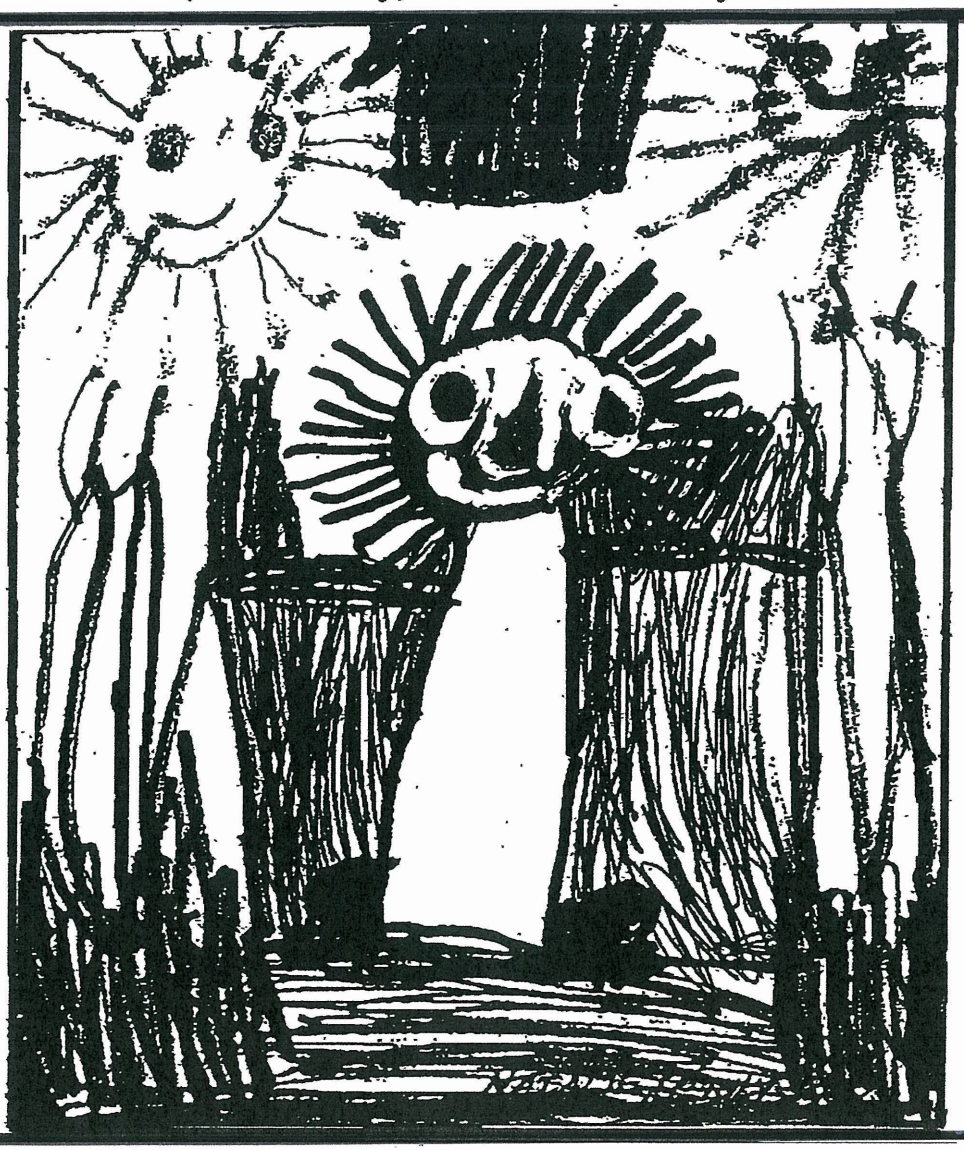
Slough: 1928. After the drought, the bough fell down onto the plough which then bogged down in the slough. Nothing was heard but the sough of the wind in the willows by the windows of the widows.

FOREWORD

Paralysing overchoice (Future Shock: Alvin Toffler)

The **READING CURRICULUM**, published by Deakin University in 1991, contains 21 readings skilfully written in 225 pages by a team of experts.
P. David Pearson remarks, "The reading field seems to have a special knack for attracting wide – scale reforms – one after another, after another, after another."
It reminds me of Edward de Bono who writes, "One of the most characteristic features of **SCHIZOPHRENIA** is the butterfly mind which flies from idea to idea."
The experts quoted **NO LESS THAN SIX HUNDRED** references written by other experts.
No other subject has attracted so many experts.
The reason is quite obvious. There is not much room for opinions in Geography, History, Mathematics and Science; the last two are beyond the scope of most people and therefore, "Hands off." It has made Maths a "high esteem" subject; unfortunately it is now shrouded in Hocus Pocus procedures to keep it that way. Stuff the students.
In Holland, the one and only reading method survived for 25 years because the Department of Education was in charge; it didn't have to be reminded that the emperor had no clothes. (P. David Pearson).

Now, unfortunately, the Education Industry is in Control.



FOUNDATION LITERACY

It is as solid and reliable as the reinforced concrete floor of a skyscraper; use it to build on.

Public Education demands such a system so that students can move freely from school to school with minimum upheaval.
Use it as a public Servant; there is plenty of room for personal contributions.
It's like a cakemix; the ingredients and recipe in one; you might like to add something extra.
It's like a warm pizza; all you have to do is serve.
It's like instant coffee; no need to grind or percolate.
It's like a take-away hamburger; all you have to do is eat.

Use it the same way a religious person would use the Bible; spread the Word with conviction; don't tamper with the text.

Like the Koran, it's free from advertisements and contains no gimmicky pictures; thank Allah for that.
Support the students in their attempts to become literate.
To do that, you must be able to make the role as teacher invisible; you can only teach when the teacher is not. You can only see when the observer is not. (Krishnamurti).

Self-esteem is created by the teacher and discovered by the student.
If the teacher follows the suggested guidelines, the student will automatically sense that there is a purpose to life; this feeling is an inherent part of work well done which can only occur when it is not prematurely collected and artificially marked.
Handing out merit certificates or stamps is authoritarian and stems from an inability to genuinely praise.

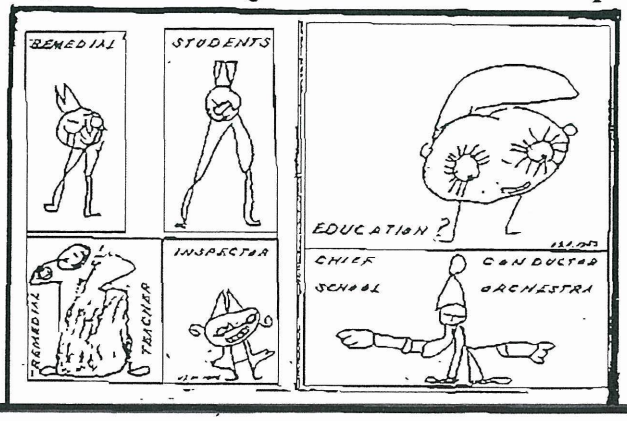
The teacher must make sure that the student doesn't just respond to an external stimulus alone, but that the stimulus is reflected in an inner process. (Steiner).

"We find that corporate experiences of culturally significant language have always been powerful modes of learning. In initiation ceremonies, in church services and festivals, and in playground games and rhymes passed down from generation to generation, we find models for intensely meaningful and satisfying corporate learning.

If we are to avail ourselves of such vital learning energy, the most important insight we must carry over into the school from these models is that cultural learnings are non-competitive-they are entered into to be like other people-to be significantly human-and they have nothing to do with excelling for the purposes of personal power.

Truly corporate activities are concerned with ego-sharing and not with ego-uppance.
If we can achieve this corporate spirit, there is no reason why a large class cannot learn together". Don Holdaway (The Foundations of Literacy).

That means no presentation nights. A school is not the place to hand out Oscars.



TOTAL ENGLISH

NO puzzles, **NO** games, **NO** gimmicks, **NO** silly cartoons, **NO** treasure hunts, **NO** punctuation exercises, **NO** T.V. guide exercises, **NO** trivial pursuit, **NO** inserting missing words, **NO** projects involving parents and the useless, time-wasting copying of any material, including syllabification, in front of the T.V. while having dinner on the floor.

This project mania has replaced face to face teaching and learning; it is the most deceiving, but cunning method of **THE MANUFACTURERS OF NEED** to sell books and computers. Hence, no more research by stumbling beginners groping in the dark. Besides, the **UNIQUE LESSONS** in this book are sensationally linguistic and linguistically sensational.

NEW DISCOVERIES CANNOT BE FOUND IN OLD BOOKS, especially the ones labelled modern, creative, or learning together towards 2000, because they are now obsolete. **MOREOVER, THEY ARE CRAMMED WITH SUBLIMINAL ADVERTISING.**

A HIGHLY NEEDED CONCEPT IN STUDYING ENGLISH: THE AUTO-PILOT METHOD. It is based on the **"SUCCESS MECHANISM" PRINCIPLE;**

IT IS POSITIVE; IT IS GOAL-STRIVING. (Maxwell Maltz: Psychocybernetics).

The best way to demonstrate it is to ask you to **VISUALISE** (one of the very important aspects of professional memory training) an **AUTO-PILOT.**

IMAGINE it has been set to put a ship on a course of 120 degrees.

In very rough weather, one would almost become panic-stricken as a result of the constant rattle of the instrument literally racing to, say 100, 140, 105, 135, 110, etc., to finally, albeit for a very short while, come back to 120 in order to keep the ship on course as close as practically possible.

The officer in charge does not mark the intermediate performances nor does he write reports to the instrument makers to tell them that they should put more effort into designing their product.

THE CARDINAL MESSAGE IN TEACHING STUDENTS: NEVER, JUDGE HOW WRONG:
(W. Timothy Gallwey: The Inner Game of Tennis)

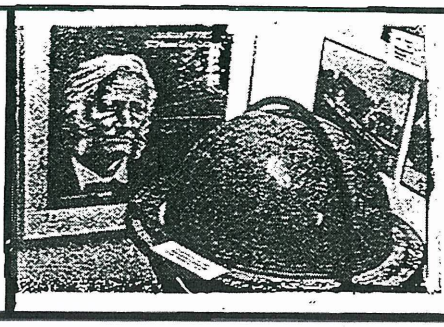
In schools, that would herald the end of **ALL ARBITRARY MARKING.**
PRECISION TEACHING only accepts a non-arbitrary one hundred percent.

IF YOU DO SOMETHING, DO IT WELL. THE REWARD: FEELING GOOD.

At present, through the authoritarian issue of stupid stamps, students **ARE DENIED THE EXPIENCE OF THAT FEELING.** You don't pay a mechanic who only opens the bonnet, but fails to repair your faulty carburettor.

The target of one hundred percent can, of course, only be achieved if there are no questions or artificially contrived tests with artificially contrived marks.

Stiles was a classical scholar and gave Tebbutt a sound education in Latin, Greek, algebra, Euclid and the use of the globes. Tebbutt wrote that he greatly appreciated his study of Greek and Latin and that 'no Englishman can really enjoy his own language without some knowledge of those ancient tongues'. By the age of sixteen he had translated into English Caesar's *Commentarii de Bello Gallico*, Sallust's *Bellum Catilinarium*, a large portion of Ovid's *Metamorphoses* and Virgil's *Aeneid*. He had also made considerable progress in the translation of the *Greek New Testament* and Xenophon's *Anabasis*, while his knowledge of French and German was to prove very useful in his subsequent astronomical studies.



Only when students have been given a **DEFINITE GOAL** that is **WITHIN THEIR REACH**, can they start aiming. In real life, every manufacturer produces a definite product. At the moment, the whole educational system is like a soccer field without goalposts, a submarine without periscope, a dartboard without bull's eye. Exams are a very costly way to exploit students and to provide employment for stale academics.

CHANGE IS NO MORE DIFFICULT THAN THE DECISION TO EMPLEMENT IT.

Since all red pen using and report writing teachers have for so long, been subject to that incredibly detrimental system, it is easier said than done. The causes of scurvy and the successful treatment of it had been known for 300 years before the British Admiralty provided captain Cook with citrus fruit. The present system is based on the **"FAILURE MECHANISM" PRINCIPLE: IT IS NEGATIVE.**

JUDGING satisfies the EGO; it shrouds incompetence and promotes a power play for the Good Samaritans through the issue of fancy merit certificates: Physical tokens that totally misrepresent a student's ability. These Samaritans give nothing of themselves because there is obviously nothing to give.

JUDGING stunts the teacher's own personal growth; it stops him from discovering anything beyond the realm of indoctrinated trivialities.

JUDGING is the complete opposite of creating self esteem.

Most teachers only increase their opinionated opinions rather than their knowledge and wisdom. They swim in a sea of empty theories; they drown in an ocean of suffering and failure. A qualified, permanently employed teacher is like a fossil; he petrifies his students so that only HIS image is preserved.

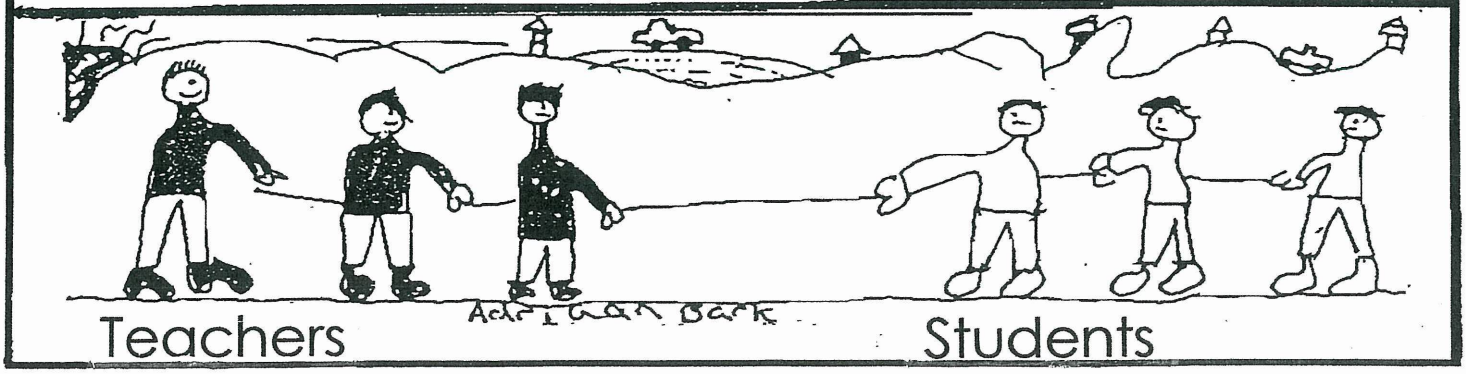
Only when teachers are prepared to give up their adoration of self and only when they start to realise that they themselves are the victims of the very system they promote, as well as the marionettes of the MANUFACTURERS OF NEEDS, can they start their career as efficient leaders which means astute learners and observers. A teacher can only teach when he is a learner; he can only observe when the observer is not.

WARNING: T. V. and computer programs artificially manipulate the brain into paying attention through the use of frequent visual and auditory change.

The cumulative effort produces the T. V. brain-a brain geared to television, but possibly to little else. (ENDANGERED MINDS by Jane M. Healy. Ph. D.).

Consequently, most students have lost the art as well as the habit of studying. The static, black-on-white symbols don't reach them any more. Increasing numbers are now on A.D.D. medication

At present, nobody is winning



a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	qu	r	s	t
u	v	w	x	y
z	1	2	3	4
5	6	7	8	9

Children have IMAGINATION. The LETTERS **are** the PICTURES!

Handwriting

Handwriting may be accomplished by any of several brain systems. If the right one isn't yet available or working smoothly, however, FORCING may create a functional organisation in which less adaptive, "lower" systems are trained to do the work. That's why many children grip their pencil in the most peculiar way and even write back-to-front; some clutch it in their fist like a weapon (Endangered Minds).

Note: The drawings in this book were made by children who had no TV. Those being entertained by it are denied the chance to develop their innate creativity and will eventually be unable to even play by themselves. Commercial toys that are operated by pushing a button are also useless.

Practice material

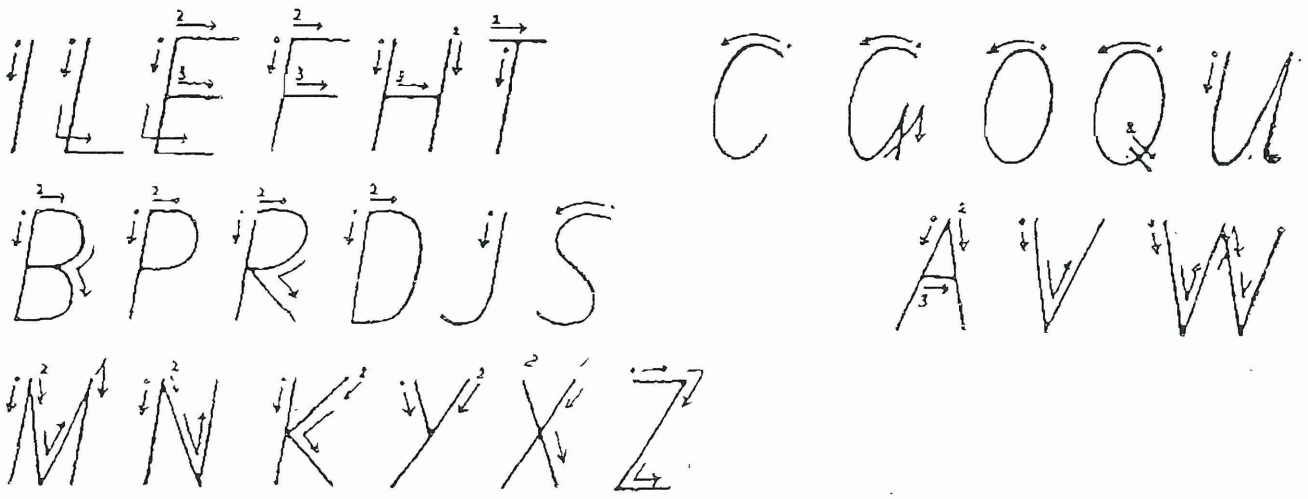
The exercises involve the handling of the writing instrument (with thumb, index-and middle finger), the learning of the letters (NOT the alphabet), the extension of attention- and

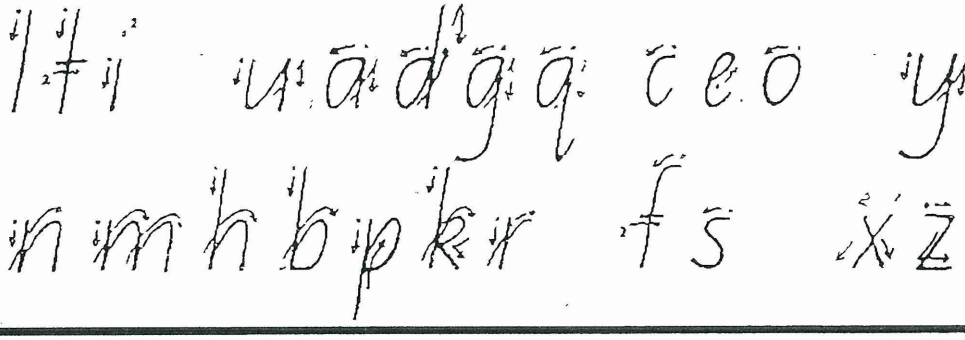
concentration span, the composition of words with lettercards and finally the writing itself. Dexterity and concentration will be improve through the colouring in of all sorts of shapes which the child is encouraged to draw, trace or copy.

Since little or no pressure is needed to give good results, TEXTA COLOURS will undoubtedly lead to a firm, but light hand.

Parents should sit down with their children and colour in shapes themselves. Scribble drawings are of course highly suitable and may be used to illustrate later work.

N.S.W. FOUNDATION STYLE





abcdefghijklmnopqrstuvwxyz

The quick brown fox jumps over
the lazy dog

Lower case technical drawing lettering.
(print)

Circle anti-clockwise. Strokes down

this is [**h** ə] for **h**ouse

1. Trace and say: 2. Write and say:
first the chimney,
then the house.

Verbal rehearsal will eliminate b d
(say & do) confusion

Variations for g and y:...down the slippery dip.
In words with double t: hot water. and cold water x: left, right.

Upper case lettering

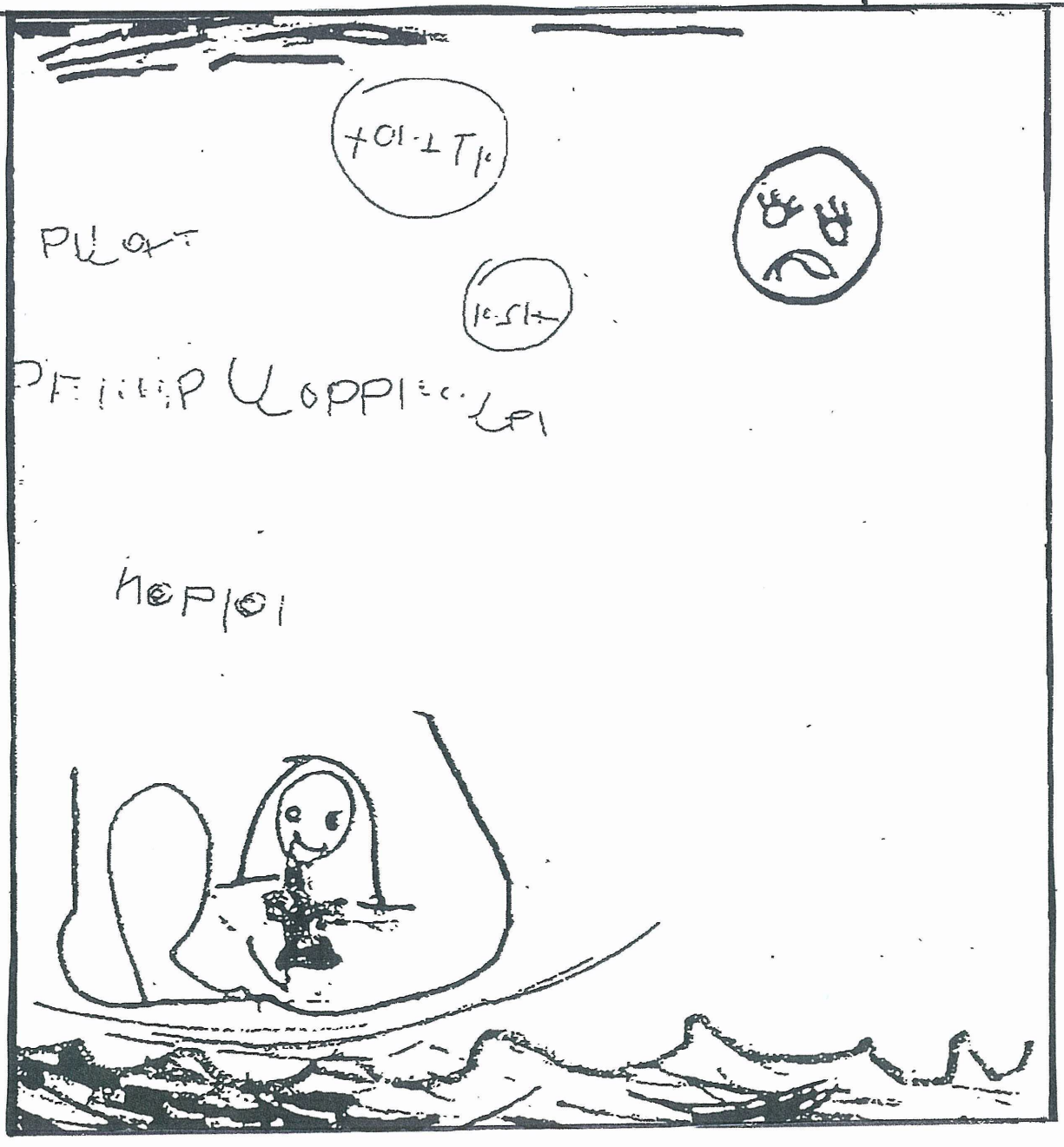
A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**
J	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
S	**T**	**U**	**V**	**W**	**X**	**Y**	**Z**	

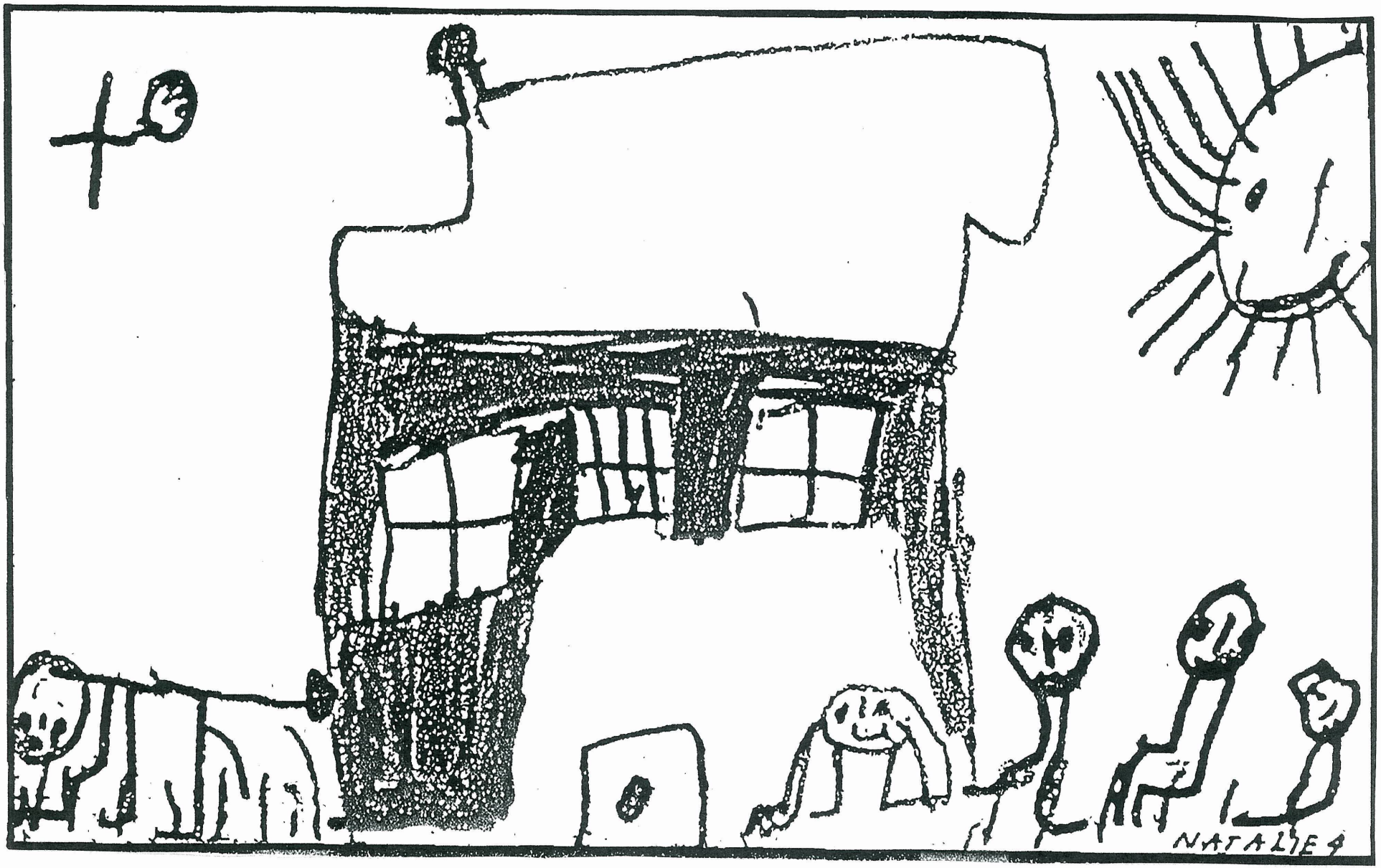
TWENTY FOUR CONSONANT PHONEMES

Generally, strong **consonants** at the end of words shorten the preceding **sonant**; weak consonants lengthen it: BOOK (buk) – MOOD (mu:d).

Ole!	Friction. 9	
	voiceless strong long	voiced weak short
five	[f]	[v]
thoughtful mothers	[Θ]	[ð]
seized	[s]	[z]
the fleshy, beige	[ʃ]	[3]
hereford	[h]	
	Stop. 8	
bull playing	[b]	[p]
toreador	[t]	[d]
with the curly girl	[k]	[g]
next door, just oustside the kitchen.	[d3]	[tʃ]
	Nasal 3	
another	[n]	
mother	[m]	
rang	[ŋ]	

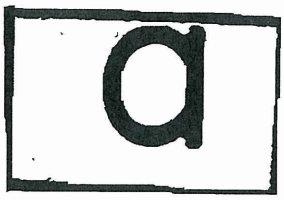
	1 lateral
the police,	[l]
	3 gliding
yelling, waving, ranting and raving.	[j] [w] [r]




NATALIE 9

TEACHING THE LETTERS.

(General procedure)



1. TEACHER: This is (ɛ) for apple.
   LEARNER: (ɛ) for apple.

   TEACHER: Tracing the letter with a leadless pencil while saying, "First the apple, then the stem."

2. Same exercise on whiteboard using fine-pointed textas.

3. Same exercise on lined paper using ARTLINE 204 FAXBLAC. (No Biros)

LEARNING THE LETTERS.

There are three distinct stages. Stage two immediately follows stage one.

1. **MATCHING** the lettercards with the one on the page and eventually on the board.

2. TEACHER: Can you give me the (ɛ) for apple, the (m) for many, etc?
   Eventually: can you give me the (ɛ), the (m), etc?

3. The LEARNER has to **name the letter** the TEACHER has selected.

LESS HASTE, MORE SPEED

These exercises may start as early as Ages 3-4, but only when the learner seems to be ready for them.

WARNING: **Do not teach capital letters before a student has learnt to read.**
Reading is learnt with sounds, not names.

A child that sees (eɪ) (əʊ) (dʒiː)

Cannot read (dog).

VERBAL REHEARSAL

Verbal rehearsal is a powerful tool in professional memory training.

It means **saying aloud** what you see or do.

The wrong application:

When learning multiplication facts, students MUST repeat the teacher's question.

"Three times four? Three times four equals twelve."
It's like, "what's your name?" What's your name? John.

The practical way would of course be: Three fours? Twelve.

The right application:
The letters are introduced with the aid of **associations** that can be **visualised**:

THE LETTERS ARE THE PICTURES

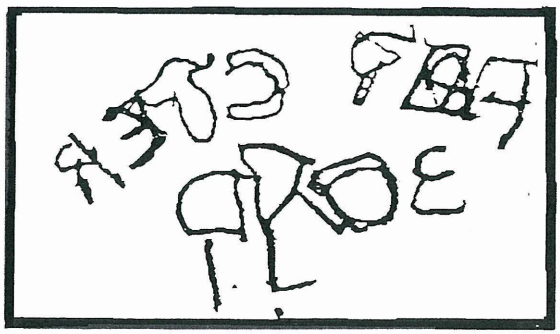
Commercial representations, no matter how beautiful, are a hindrance.

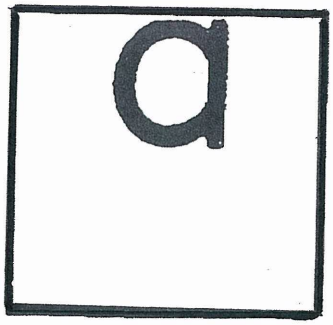
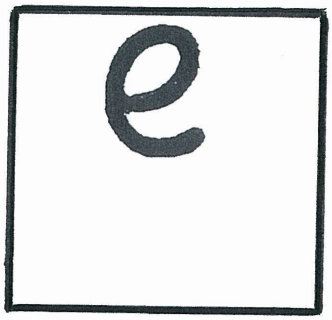
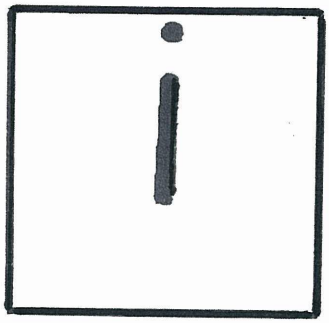
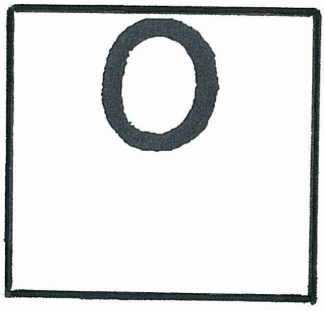
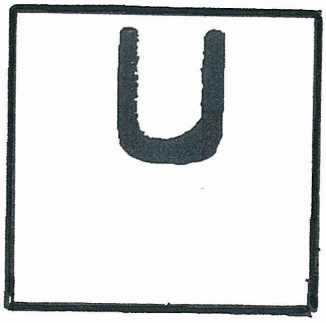
Ignorant learnedness has caused many problems. If you think failure, you get failure.
Mr and Mrs Dogood decided that it was easier to make a stroke than to draw a circle.

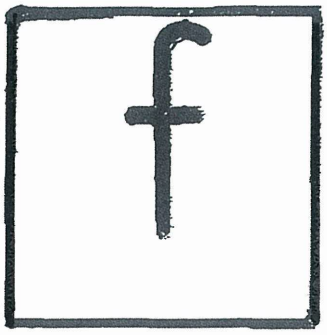
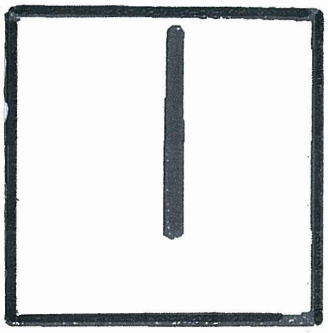
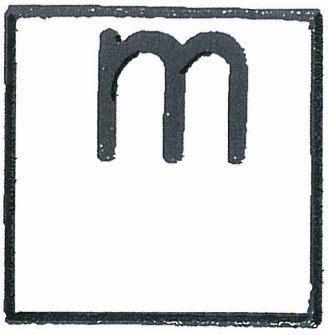
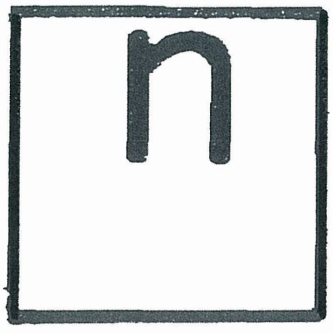
That's when the problems with b's and d's started.

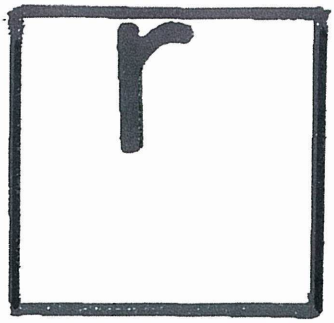
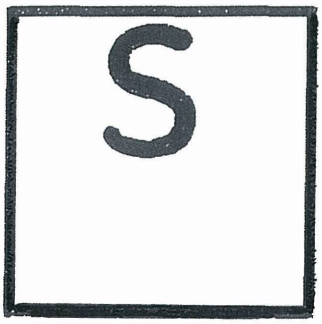
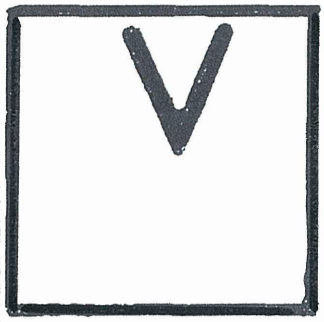
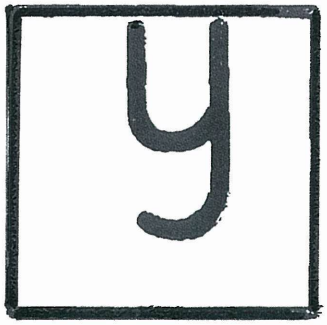
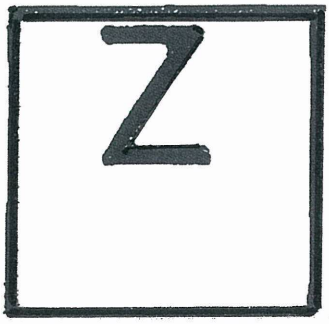
Writing letters must be done from left to right, because we read that way. For the same reason everybody wrote with their right hand so that they could see what they were writing without contortions. To overcome the artificially created problem, they turned the b into a running writing one.
Ignorant learnedness also prevents creative thinking.
Both the letters j and t have a curve, but the direction is opposite.
Only adults see problems; young children do not. Result: All students must write the t like the sign on a hot cross bun.
If they had applied their **success mechanism**, they would have thought of the following:
The jam spoon goes towards you, whereas the water out of the tap must obviously flow away from you.
At present, most children write back to font and bottom up, totally oblivious of the natural flow from left to right.

NOTE: The ASSOCIATIONS should, of course, be left out as soon as possible. Children will start writing letters on their own. **Don't correct these extra-curricular scribbles** (that's the only exception).



	sonant (vowel): voice only [ɛ] for apple: first the apple, then the stem..
	sonant [e] for egg: cut the shell.
	sonant [i] for insect: first the body, then the head.
	sonant [o] for olive: trace lips: around & around.
	sonant [ʌ] down and up for the Melbourne cup.

Letters that can be pronounced without a sonant.	
	[f] for fishhook: first the fish, then the hook.
	[l] for long: just one stroke.
	[m] for many: 1 & 2 & 3.
	[n] for not so many: 1 & 2.

	[r] for race: (ready), set, go!
	[s] for snake: left, right, left.
	[v] for vase: down, up.
	[j] for yo-yo: down and up and down.
	[z] for zig-zag: zig-zag-zig.

SORTING AND MATCHING

Teacher or parent:

1. There are two lettersheets.
2. Cut up one to make lettercards. Mix.
3. Hide a few and ask the learner which ones are missing.

MATCHING WORDS

After each successful match, the lettercards should be put back onto the letterboard. Sooner or later, the learner (without being prompted) will hopefully discover the **pattern** in each group. In that case, he will leave it for the next word and only exchange the initial consonant.

COMPOSING WORDS FROM MEMORY

The teacher exposes one word while covering up the others.
After a few seconds (depending on the learner), he also covers up the exposed word.
The learner then has to compose the word himself without help.

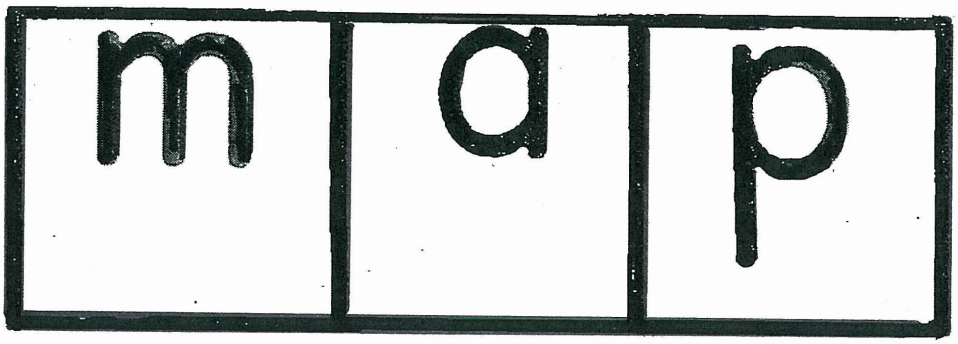
NOTE: If the word is MAP. He will think (m) (ɛ) (ɒə), because he hasn't learnt to **blend;** he is still in the pre-reading stage.

WRITING WORDS FROM MEMORY

Same exercise as before, but this time, the learner writes either on whiteboard or on paper.

DECODING

Mechanical reading is still a pre-reading stage; the final "click" has yet to come.
The teacher "drives" under the word with a pencil or a chopstick while producing **continuous sounds** for the first two letters and a short one for the last without exaggerating the muttering vowel.



then: normal

[mmmmm ɛɛɛɛɛ pə] map

Reminder

Indefinite article

[ə]
muttering vowel

not **A** [ei],
although all schools teach it!
it's almost impossible to change.

How on earth can you learn to read fluently if you use A instead of ɑ:

"The bug dug A hole in A rug to give another bug A hug."
"Can I have A, eh, hamburger please?"

The Sentences

At this stage, students will have acquired quite a skill in talking and comprehending. The new skill of decoding (mechanical reading) is learnt first and then immediately combined with the above skills. The sentences have therefore been written with that in mind.
The building up of an appropriate vocabulary should not be left to chance. In this book, the most frequently used words (word count) are included.
(Modified Language Experience Approach).

The brain cannot absorb pure data; it becomes information only when seen through the spectacles of an idea. (Edward de Bono). This information has to be processed within 30 seconds. The brain is capable of making 10 new connections per second. It means that words must lead to language. In this case, **to the language the student its already used to**.

Do not go back to baby talk: Dan has a van.

Don't demolish the house when you only want to build an extension.

Talking about babies: How can they possibly learn to say, "Banana" if you keep saying, "Nana"? And what About "Breckie" instead of "Breakfast"?

FORGET ABOUT

Einstein urged us to keep questioning because, at first, people form habits, and then the habits form the people who then stop wanting to know what they don't know, especially since they are encouraged to blurt out their opinions rather than exercise wisdom. Consequently, the reading field is fraught with erroneous assumptions and detrimental procedures.

1. FORGET ABOUT NAGGING: It's like throwing a bucket of water on a happy bonfire. It will die with a hiss.

2. FORGET ABOUT "SOUNDING OUT": Reading is first and foremost a visual and a mental activity. Eyes and brain operate with the speed of light (300 000 km/sec.); a million times faster than sound."Sounding out" stops fluency and creates stunted-as well as frustrated readers.

3. FORGET ABOUT STATING THAT EACH CHILD LEARNS IN A DIFFERENT WAY:
He is only equipped with five senses. It is only the reaction to learning that is different. The conditions under which a child chooses to learn has nothing to do with the way knowledge is absorbed. If he only wants to read in the swimming pool, he has a self-inflicted problem.

Sometimes, a reluctant learner can be motivated initially by letting him read what he has dictated to the teacher or tutor who then acts as a scribe. When he is confronted with his own words, the 'click' occurs. Although it is a harmless way to start him off, his repetitive and restricted choice of words won't get him very far.

Assuming that the statement is correct, why is it then that, in schools, all children must do the same thing the same, often clumsy, way?

4. FORGET ABOUT BRIBING THE STUDENT WITH BOOKS ABOUT MOTOR BIKES OR CARS.

5. FORGET ABOUT LABELLING A CHILD UNIQUE: It has nothing to do with learning to read. There are 1.2 billion unique Chinese. In our modern society, he is more likely to become a unique number.

6. FORGET ABOUT PUTTING SO-CALLED SLOW READERS IN ONE GROUP: All they hear is incompetence and I.Q.50 material. It is the complete opposite of modelling. You learn to play good soccer by watching professionals at work and by practising what you have seen.

7. FORGET ABOUT COLOURED GLASSES AND DYSLEXIA.

8. FORGET ABOUT CONFUSING LEARNING AND FUN: You go to school to hopefully learn something. You go to Australia's Wonderland or a circus to have fun. Fun lessons shroud incompetence.

9. FORGET ABOUT SPECIAL METHODS: Since they are based on the FAILURE MECHANISM PRINCIPLE, they are NEGATIVE.

At a very early age, language is learnt by imitation: you start to speak Dutch when you hear Dutch, Greek when you hear Greek, English when you hear English, slang when you hear slang, swearwords when you frequently hear them, TV. language when you switch on the TV, commercial jargon and intonation when you turn on commercial stations. There is absolutely no reason why that process should be abandoned simply by going to school. On the contrary, imitation has to be continued and channelled into more sophisticated and more socially accepted language and increased vocabulary.
There is no shortage of good material.

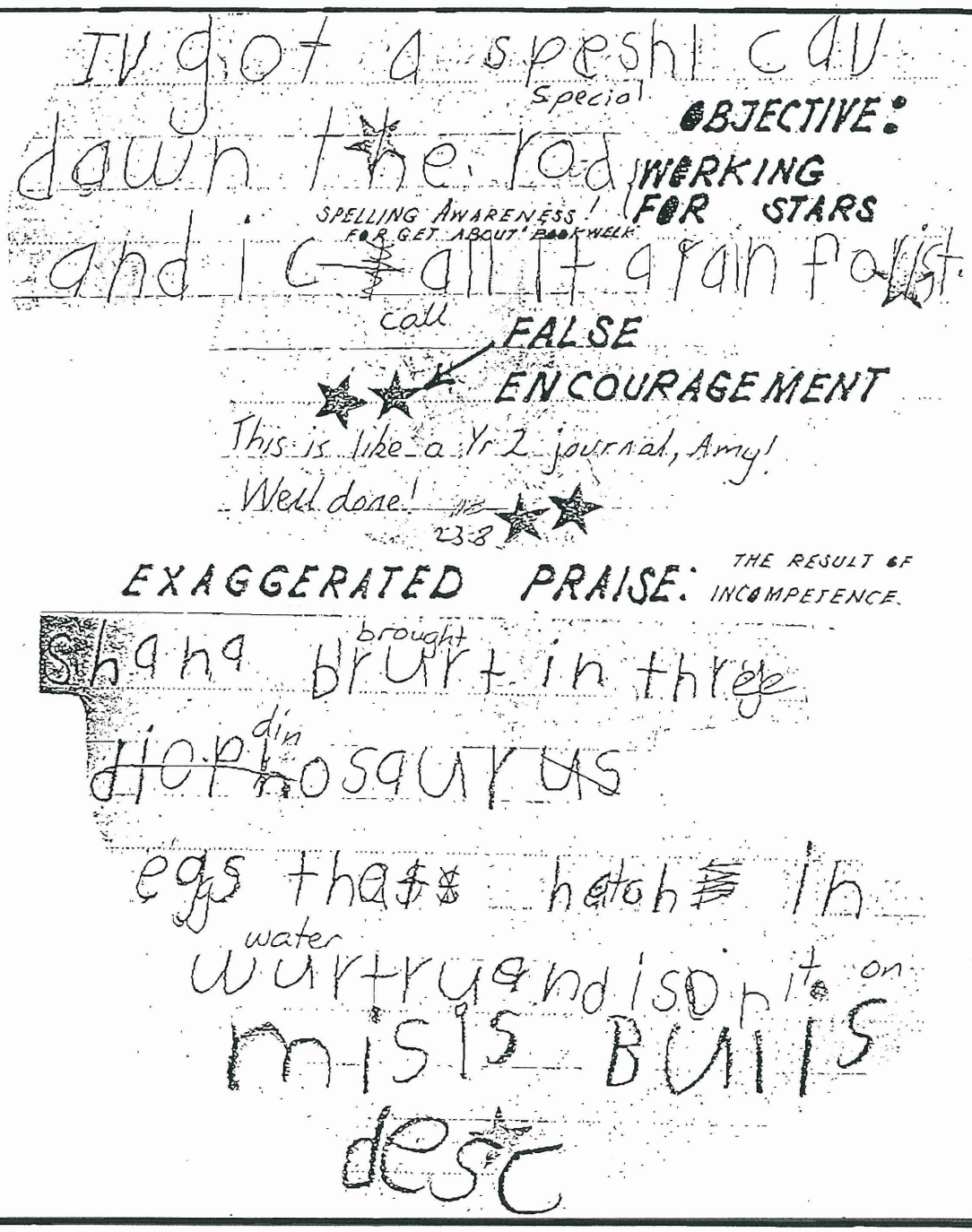
10. FORGET ABOUT PRONOUNCING THE INDEFINTE ARTICLE AS "A":
In Holland, every student of English will read: "The bug dugahole in the rug", because that's how he would say it.

NOT IN AUSTRALIA. Why should you not read what you would normally say? Nobody has ever questioned it, so nobody has answered the question.
How on earth can you read fluently like this:" The bug dug A hole in the rug to give another bug A hug.

If children are handicapped in this way, it is practically impossible to remedy it. This colonial remnant is used by politicians and public speakers too lean on in order to search for words: A, eh, ...
This insane impediment goes hand in hand with omitting the slur in: the only, the other, the Indian, the eleventh hour, the upper, etc.

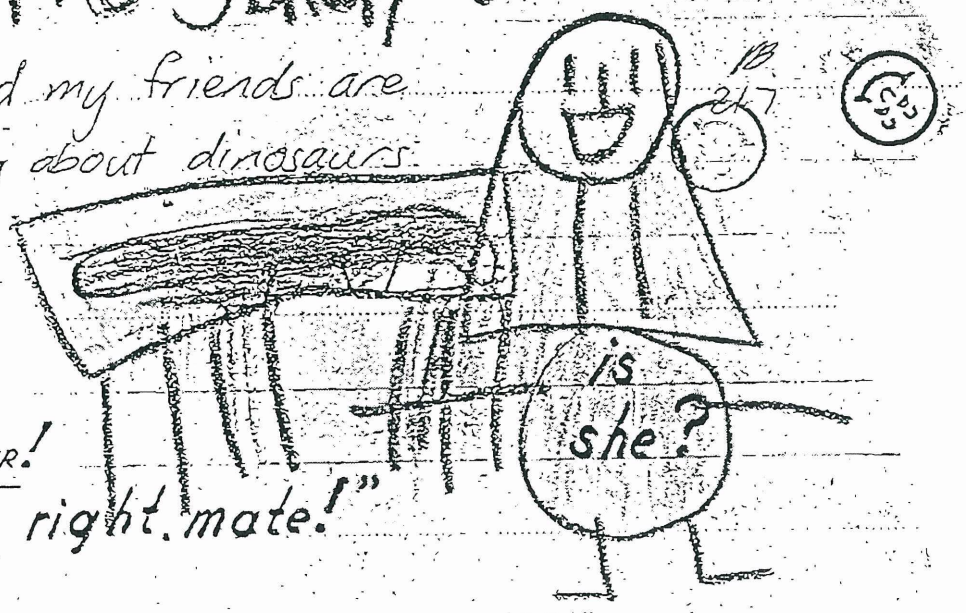
11. **FORGET ABOUT CREATIVE WRITING AND PUTTING SPELLINGWORDS INTO SENTENCES:** These atrocities are merely based on gut feelings and a restricted "playground"vocabulary of about 300 words:"And she goes and he goes and I like and I don't like....." Before you can write anything decent, you have to first sharpen the senses and build up experiences. Young students are like a new waterpump; it needs to be primed first. There's no point in putting children in a dark room and asking them what they see. **It is extremely stupid to combine creativity with developing language skills, learning to read and learning to write.**

How on earth can anyone become literate by doing this?



THE CHILD

I'm and my friends
a learning about
dinosaur.



THE TEACHER!

"She's right mate!"

Incompetent teachers remind me of trapdoor spiders.

ACCORDING TO THE BOARD OF STUDIES, PARENTS MUST PRAISE AND CONCENTRATE ON THE POSITIVE ASPECTS OF THEIR CHILDREN'S WORK BECAUSE CORRECTION OF SPELLING AND GRAMMAR, UNLESS REQUESTED, COULD INHIBIT THE DEVELOPMENT OF CONFIDENCE.

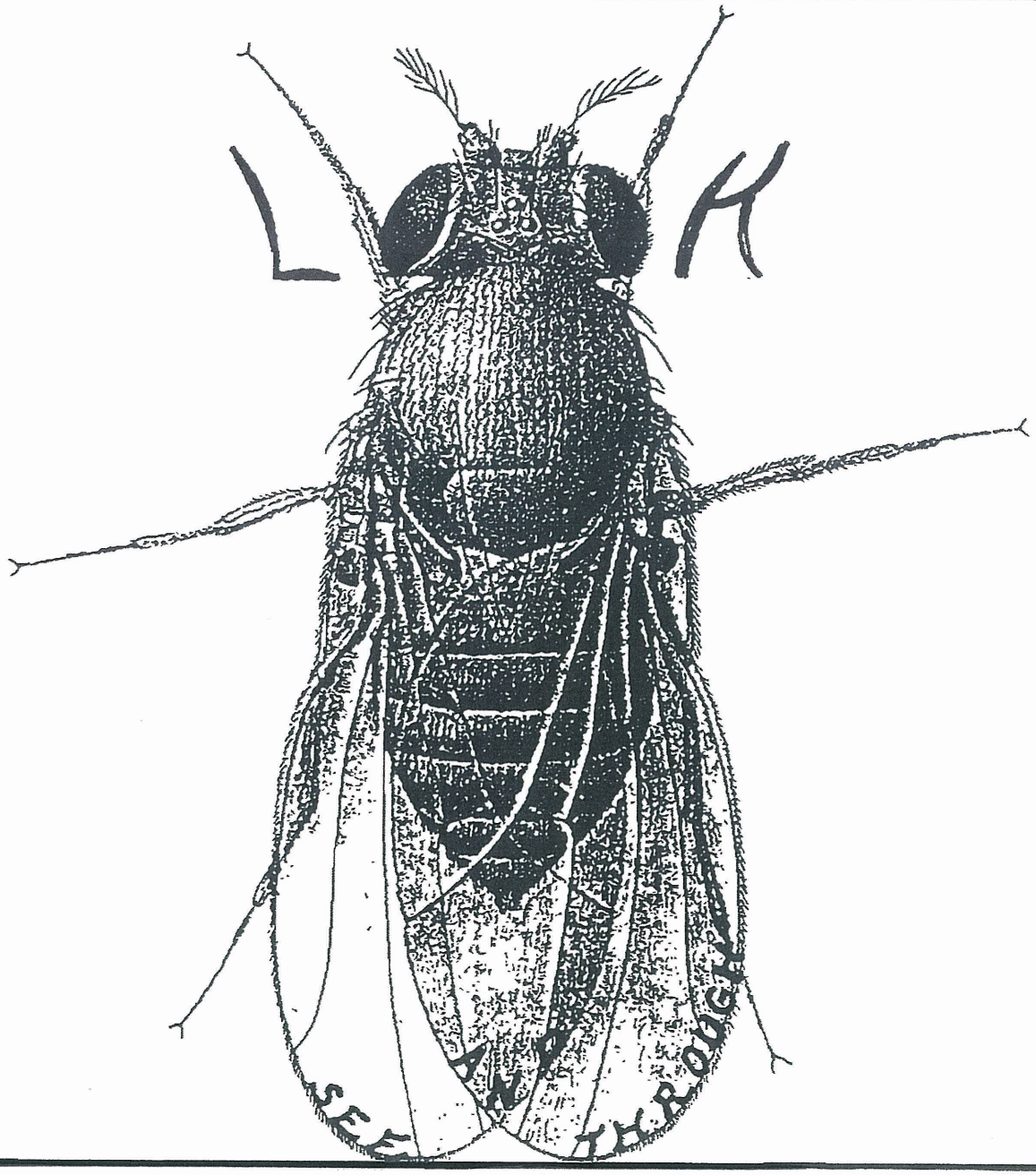
This, of course, is the philosophy you adopt when you're incompetent.

Thus, parents are conned into perpetuating the production of trash: the writing, the spelling, the content. It would be cruel to criticise a triumphant child.

THIS IS THE DEPLORABLE RESULT IN YEAR 5!!

~~at~~ At the bike track I saw a Bmx 200 and I saw it ~~went~~ went fast. The winner will win it and I entered it and it was a big race ~~fore~~ ~~fread~~ and it was 10 days to it and I stayed there 24 hour 5 days a week

It's by hearing that you will learn to speak. It's by hearing and speaking that you will best learn to read.



READING:CREATIVE CURE

LITERACY: THE ABILITY TO READ AND WRITE
THE ABILITY TO USE LANGUAGE PROFICIENTLY.

READING is learnt by READING.

READING WITHOUT FLUENCY IS NOT READING

PROSODIC READING

FLUENCY in reading is trainable and improves overall reading skills.

THE SIMPLEST METHOD IS ALWAYS THE BEST: MODELLING and MEMORY READING.

1. Depending on the student's **word span**, the teacher reads a phrase or a whole sentence with **theatrical enthusiasm.**

   The material in the books that make up the **foundation literacy** series eminently lends itself to this sort of treatment because of its readability and its coherence; after all, **exaggeration, rhyme, rhythm** and **visualisation** are the most powerful tools used in **professional memory training.**

2. The student **imitates the teacher** (echo reading) from **memory**, with or without peripheral or incidental reading from the corner of the eye so to speak.
   A whole class can read in chorus (Choral reading). Apart from giving students the opportunity to legitimately exercise their vocal cords, it is more beneficial than allowing them to engage in fruitless small talk.

3. A whole paragraph, a whole passage or a whole page may be treated this way, always aiming at **increasing the word span.**

4. The student should only be asked to read it by himself when he can **fluently imitate** what was read to him. No nagging, no "sounding out".

5. In case the student still baulks at a particular word, **the teacher must act as a prompter**; no more, no less.

6. **Practice makes perfect**: Remarkable results may be obtained by **breaking through the "sound barrier"**. For that to happen, the student must read the rhymes without hearing the words; up to 1400 words per minute.

7. Two stand-by methods may be helpful:

- Neurological impress method based on the learning-to-ride-a-bike principle.
  The teacher begins by reading slightly ahead and louder than the student; he "drags" him along, but he must know when to let go altogether or to change to "shadowing" the student for a while.

- The **chopstick** method: In this case, the chopstick "drags" the student along.
  Since it is not human, the chopstick can exercise power **without causing resentment** because it would be silly to argue with a chopstick. When it stops, the student **knows** that he has misread a word, (a, the, for, from, house, horse, hopping, hoping, offend, etc.) in most cases the result of "skim reading", because some weak-willed teachers don't want to "discourage" the student; **play now, pay later.**

PHONIC APPROACH

In order to make the beginner feel at ease with the learning-to-read process, we'll first have to train his eyes to become aware of the REGULAR PATTERNS in one-beat words. There are at least 3000 of them, so that's excellent practise material. Unlike Chinese, these words can be grouped into families. The number of words in each family varies considerably; the Ag family is the largest (25): bag, dag, fag, ...
That number depends on the relative ease with which these words could originally be uttered.
Foundation Literacy book 2 contains a selection of the most basic ones.
Foundation Literacy books 3 and 4 deal with all existing types of regular one-beat words, including homophones and homographs. All these words are used in passages and mini-stories.
RHYME AND RHYTHM PROMOTE FLUENCY.

THE PHONIC APPROACH automatically eliminates the necessity to arbitralily stipulate levels, the result of academic adults applying the FAILURE MECHANISM principle.
"Always speak to the child some years ahead. Do not the men of genius speak to us centuries ahead in books?" (Steiner).

The core words and their "supporters' establish a readability score of about 100%. Just as well kids learnt to walk before they could talk.
"We don't think about how we breathe; we just do it." (Zen)

WHOLE WORD FOLLOW-UP (SIGHTWORDS)

Whereas the regular words are learnt by seeing alone, all incidental others are best learnt by hearing and saying BEFORE seeing them in context; only then will the necessary "click" occur. The regular ones create the flow to "drag' the others along.
In book 5, you'll find task-based exercises to deal with new vocabularies. (forget about spellingwords and wordbanks)

GUIDED LANGUAGE

In order to increase students' vocabulary and their language skills, let them read a well written story.
1. Ask them to recall it in their own words.
2. Write down one or more keywords from each sentence, and let them reconstruct the story as accurately as possible.

EXAMPLE: **LAZY JACK**

Once upon a time, there was a boy called Jack who lived with his widowed mother on a dreary common, in the rain-swept countryside. The mother earned a poor living by spinning but Jack was lazy and earned nothing. At last his mother lost all patience with the boy and told him that if he did not find some work, she would turn him out of the house. **(Introduction)**

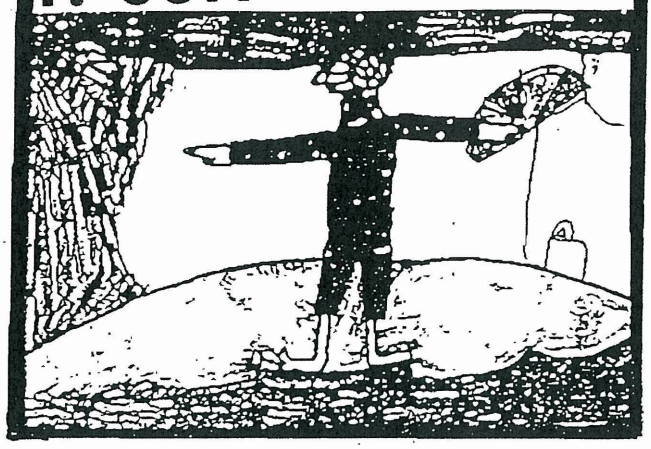
Key Words:

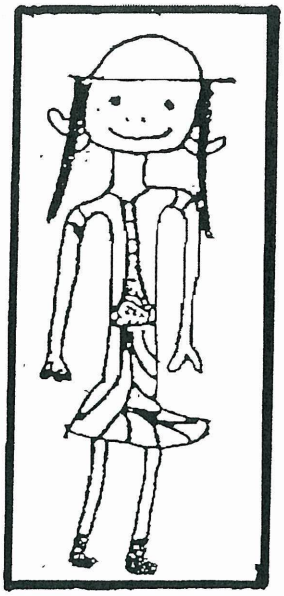
Once, boy, lived, widowed, dreary, rain-swept. The mother, poor, lazy, earned. At last, patience, told, find, would, house.

CODE NAMES

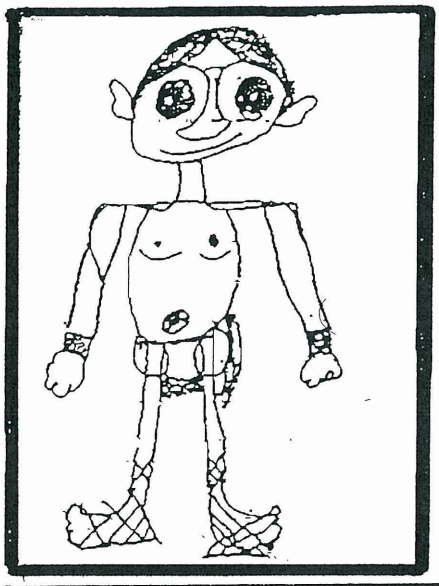
The **wordfamilies** in **phonic approach** come under **15 code names** each of which contains one particular **vowel phoneme.** To facilitate memorising the order of the codenames, they have been subdivided into **6 groups**, thus forming the nicknames of the **vowel children**

1. SUN TAN TOM

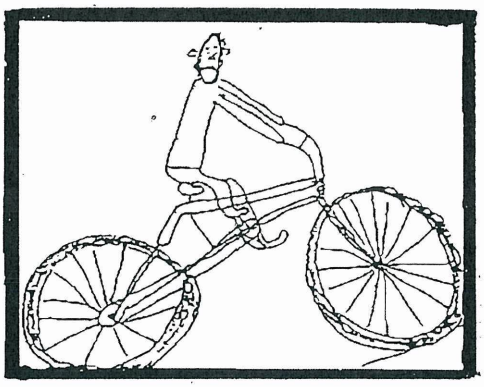




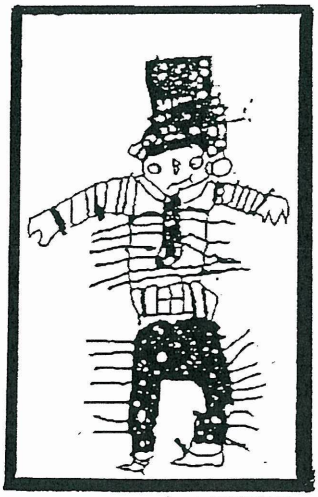
2. SKINNY PENNY



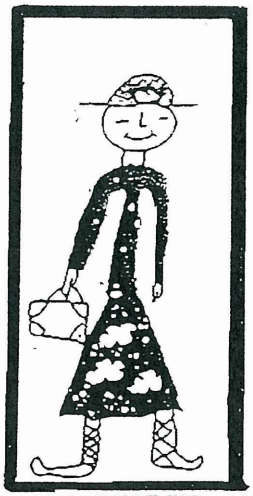
3.PALE PETER



4. TINY TONY



5.BOY SCOUT PAUL



6. SMART GIRL SUE

ADDITIONAL NOTES

1. Each lesson starts with mentioning a particular pattern:

E.g. " We're going to do the –UB words. Look: -ub, -ub, -ub, -ub. Watch the shape of my mouth: closed lips."

(Each pattern should be highlighted with a different colour.) In the beginning, the teacher has to invariably make the sound of the initial consonant.

2. The lines in the sentence section have been left so as to make the student aware of the upstrokes and downstrokes.

3. In book 4, written before the revision of book 1, capitals are omitted in the main stories. However, I now believe that when one starts something new, it has to be right from the beginning. Learning them is incidental.

4. **The sentences:** Teacher reads. Students repeats; only when he can do it fluently, should he start reading while the teacher's chopstick moves with the required speed.

He jumped off a cliff

The teacher then asks the student to point to: jumped, cliff, he, a, off, so that the student gets the chance to slowly concentrate on each word that perhaps went by too fast during the initial lessons. If the student points to the wrong one, say, "No, that is …" if he then selects the right one, say,"Good"and then ask for the one corrected. If he keeps making errors, stop the exercise, but ask him to do something he is capable of, so that the lesson ends on a positive note.

5. This procedure enables us to monitor speech, pronunciation, eye movement and word-span.

6. The teacher must create **interest:** it is the prerequisite of **professional memory training** which also involves **attention**, **concentration** and **repetition**.
Revision is taken care of in subsequent books.

7. Initially, the student is thus confronted with pure "strangers". Eventually, he will be able to recognise them. Finally, he will remember their names. Advertising agencies use the same technique: quick, short messages; loud and clear. The difference: instead of buying something, you learn to read.

8. Many children start a new line with a capital because most sentences in schools are artificially contrived one-liners.

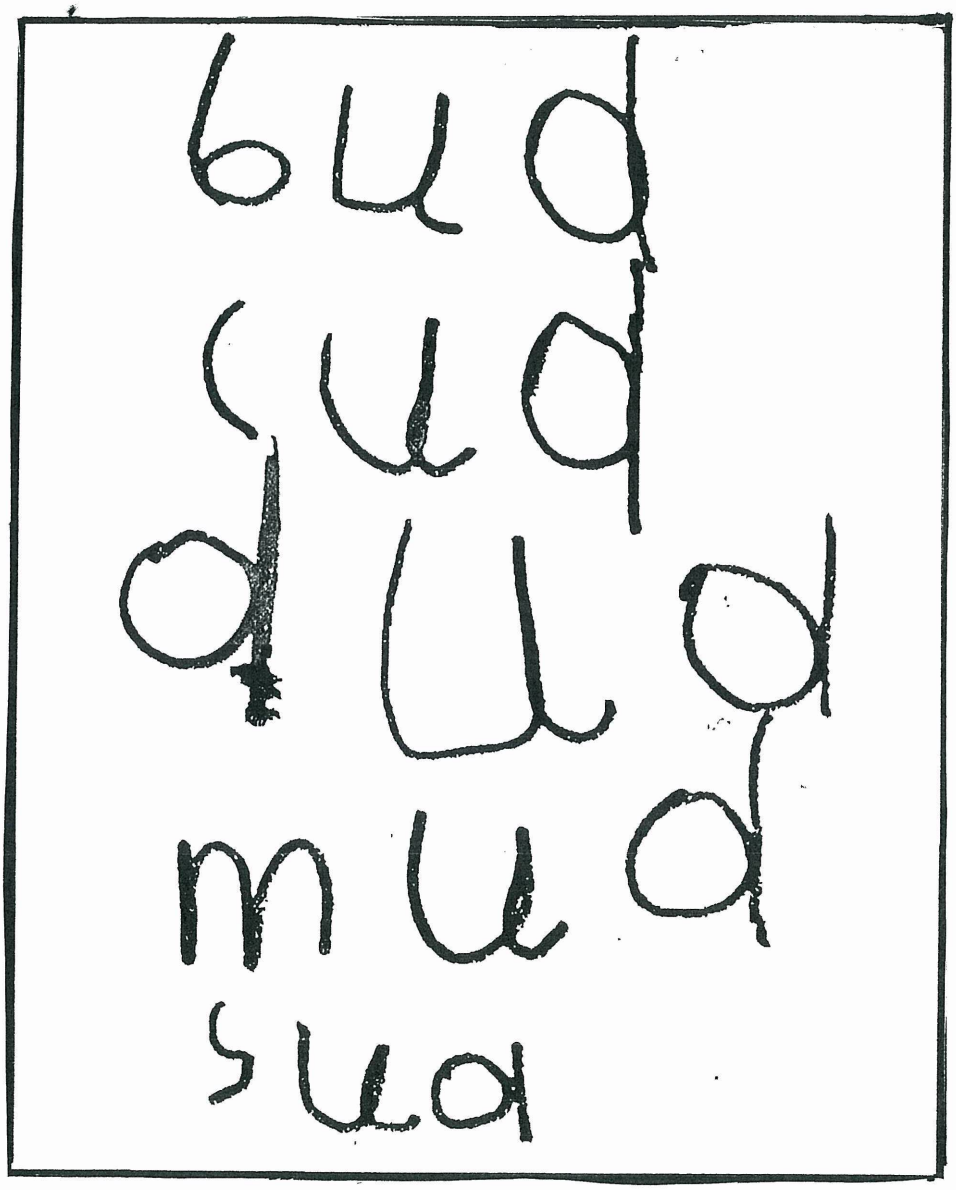
9. Never assume that something is too difficult for the student.

10. There are more people who write books on reading than ready-to-use ones, because it is easier to sit in the audience than to score a goal. Consequently, the art of learning to read is shrouded in mystery which leads to fantasy, belief and a competition of beliefs, so don't believe in beliefs.

SUN

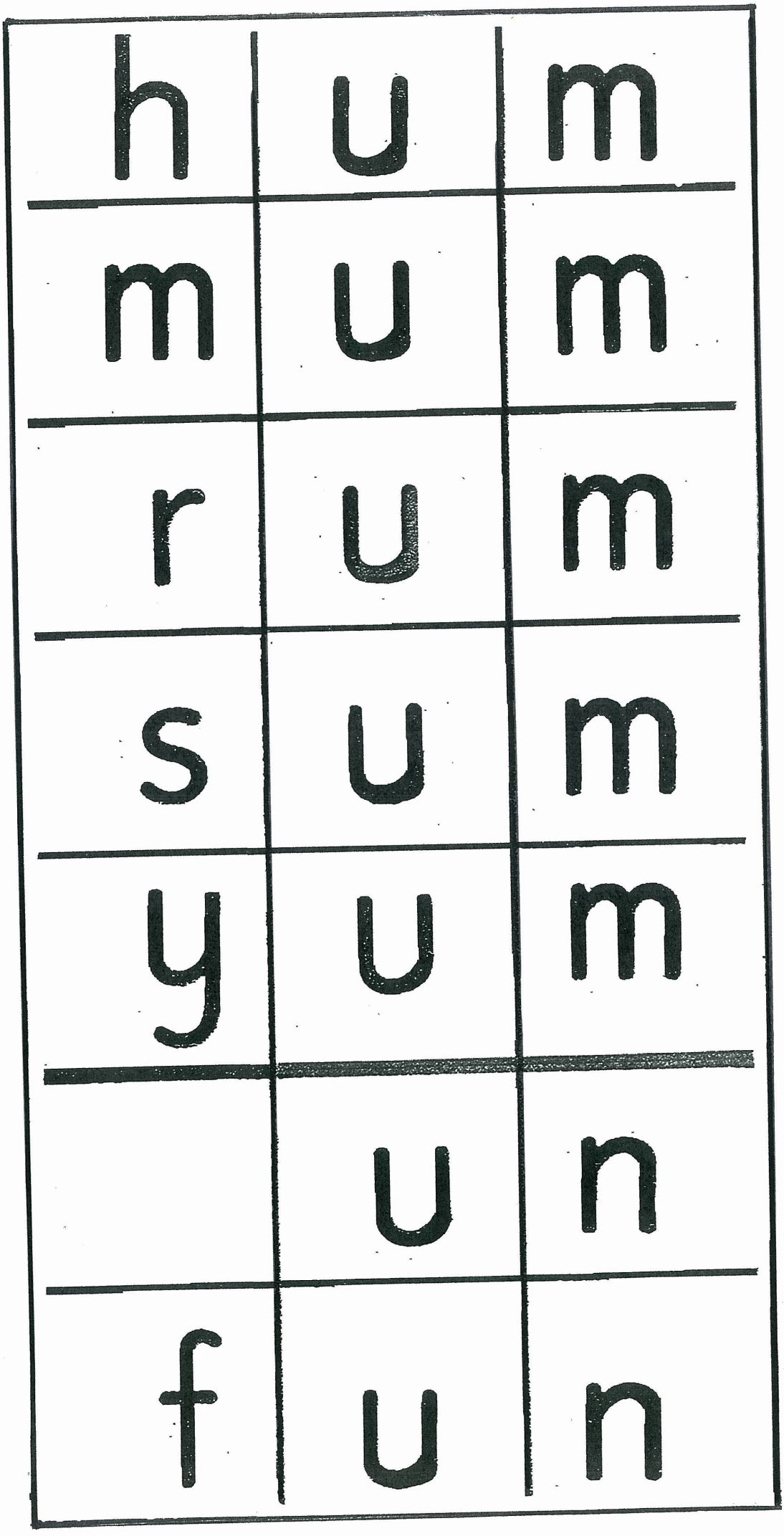
h	u	b
n	u	b
r	u	b
s	u	b
l	u	d
m	u	d
s	u	d

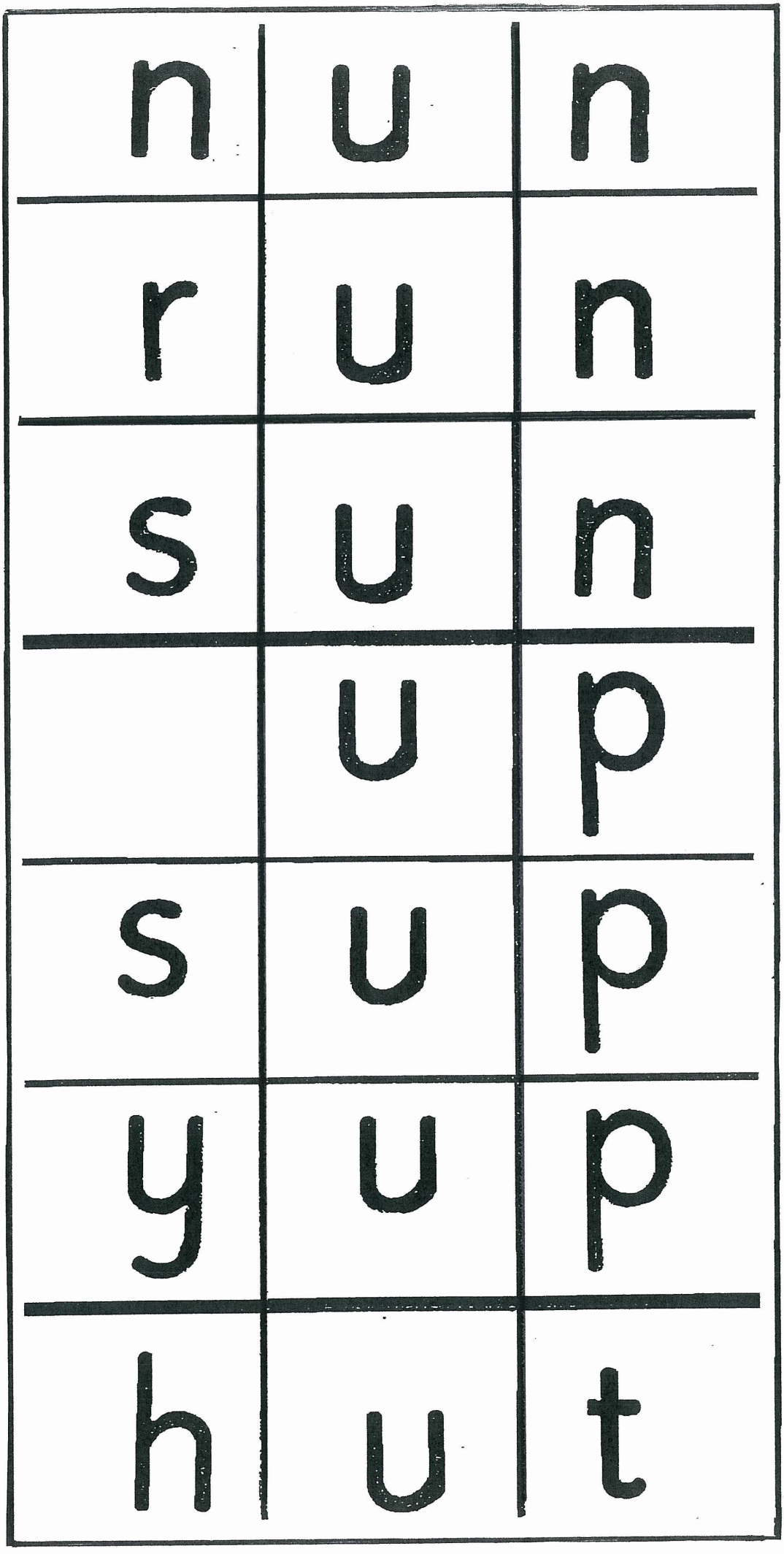
Words must always lead to language



The cow chewed her cud as well as the duds and the rose buds of the boss of the stud.

f	u	g
h	u	g
l	u	g
m	u	g
r	u	g
v	u	g
	u	m

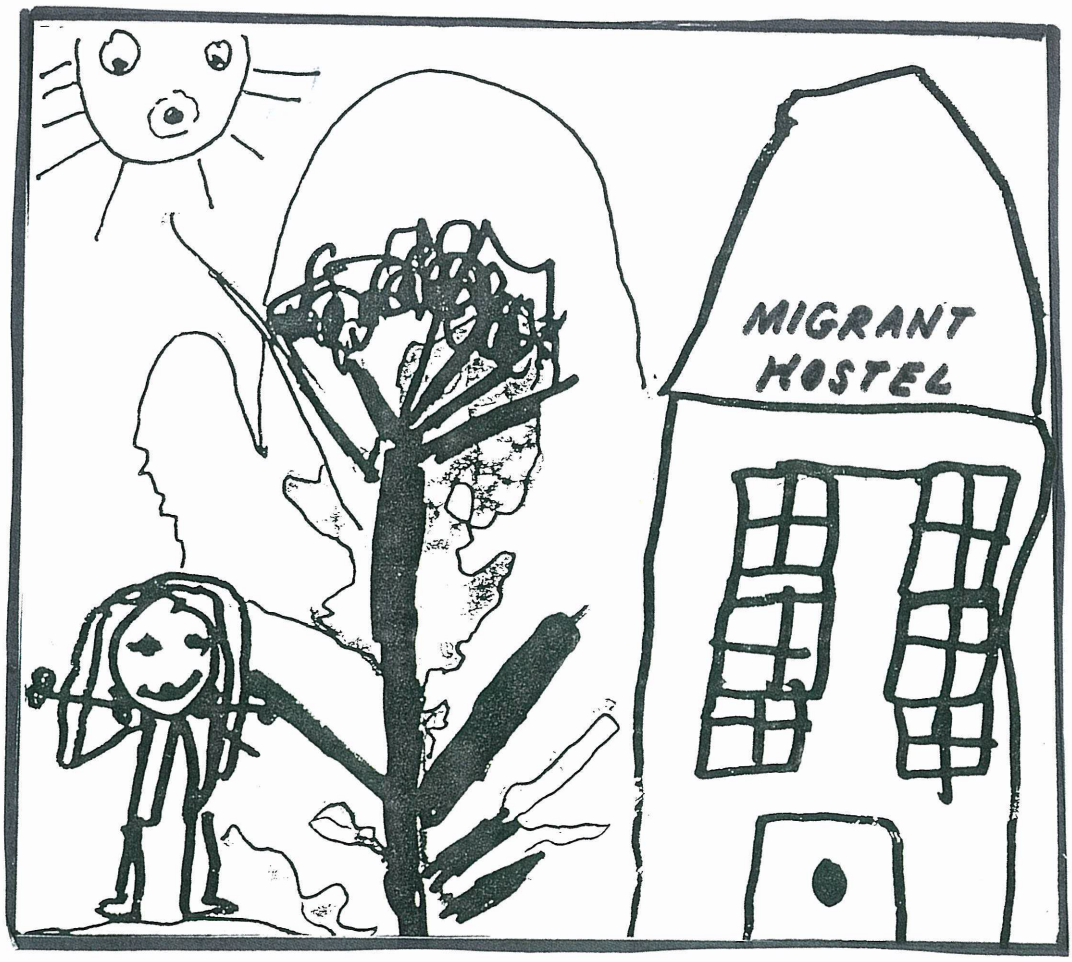

h u m
m u m
r u m
s u m
y u m
u n
f u n


n u n
r u n
s u n
u p
s u p
y u p
h u t

n	u	t
r	u	t

1. The cub sits in the tub.
2. The cow is chewing her cud in the mud.
3. Give me a hug.
4. One little bug hopped into my mug.
5. Her mum likes to hum, but not when she helps to do her sum.
6. The nun went for a funrun in the sun.

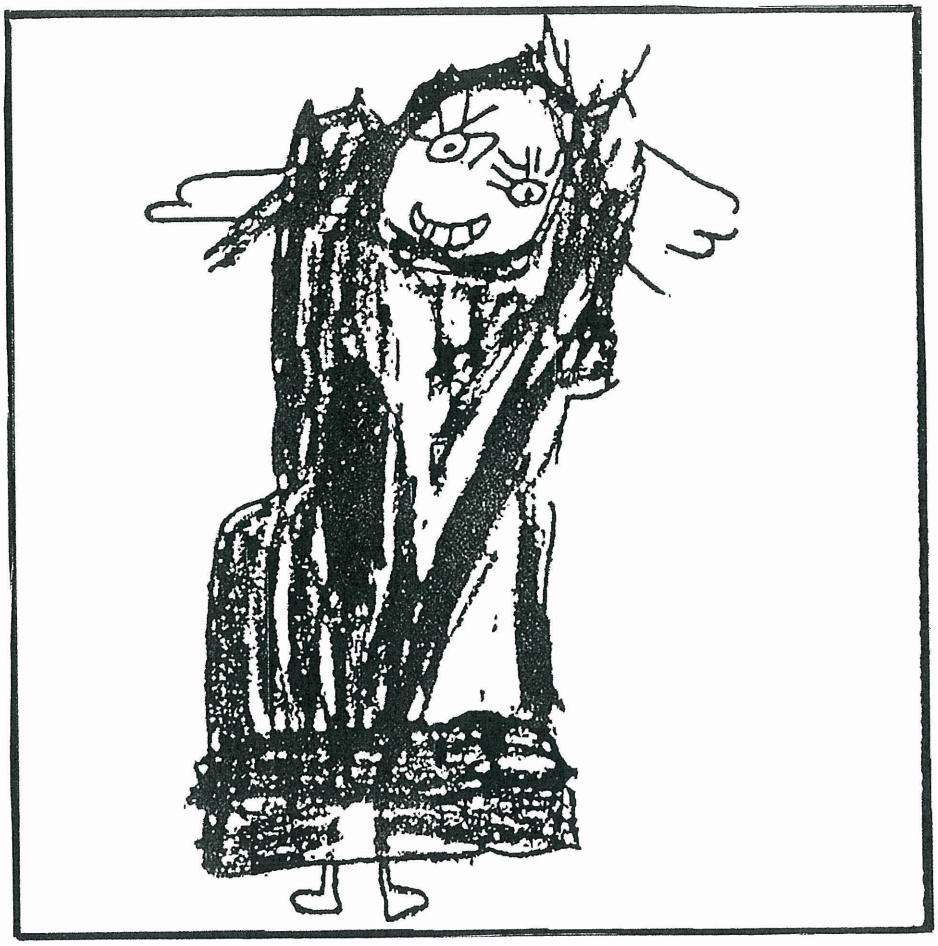
7. The pup jumped up and over the cup.
8. Mr Butternut lives in a rut in his hut.



TAN

l	a	b
n	a	b
f	a	d
h	a	d
l	a	d

The lad had a mother who was mad about the latest fad.



fad
had

lad
mad

m	a	d
r	a	d
s	a	d
f	a	g
h	a	g
l	a	g
m	a	g

n	a	g
r	a	g
s	a	g
f	a	x
l	a	x
m	a	x
w	a	x

	a	m
h	a	m
r	a	m
s	a	m
y	a	m
f	a	n
m	a	n

n	a	n
r	a	n
v	a	n
h	a	p
l	a	p
m	a	p
n	a	p

r	a	p
s	a	p
y	a	p
z	a	p
	a	t
f	a	t
h	a	t

m	a	t
r	a	t
s	a	t
v	a	t
	a	s
h	a	s

9. Nigel Nab went to his lab.
10. The lad had a dad who was always mad.
11. This old hag in rags smokes fags while she nags.
12. "The table is wet, get a rag," said Michael Mag.
13. Max Wax sent a fax.

14. “Here I am.” said Sam, but when his pram rolled into the dam, he swam and he swam…

15. A man and his nan ran behind a tan van.

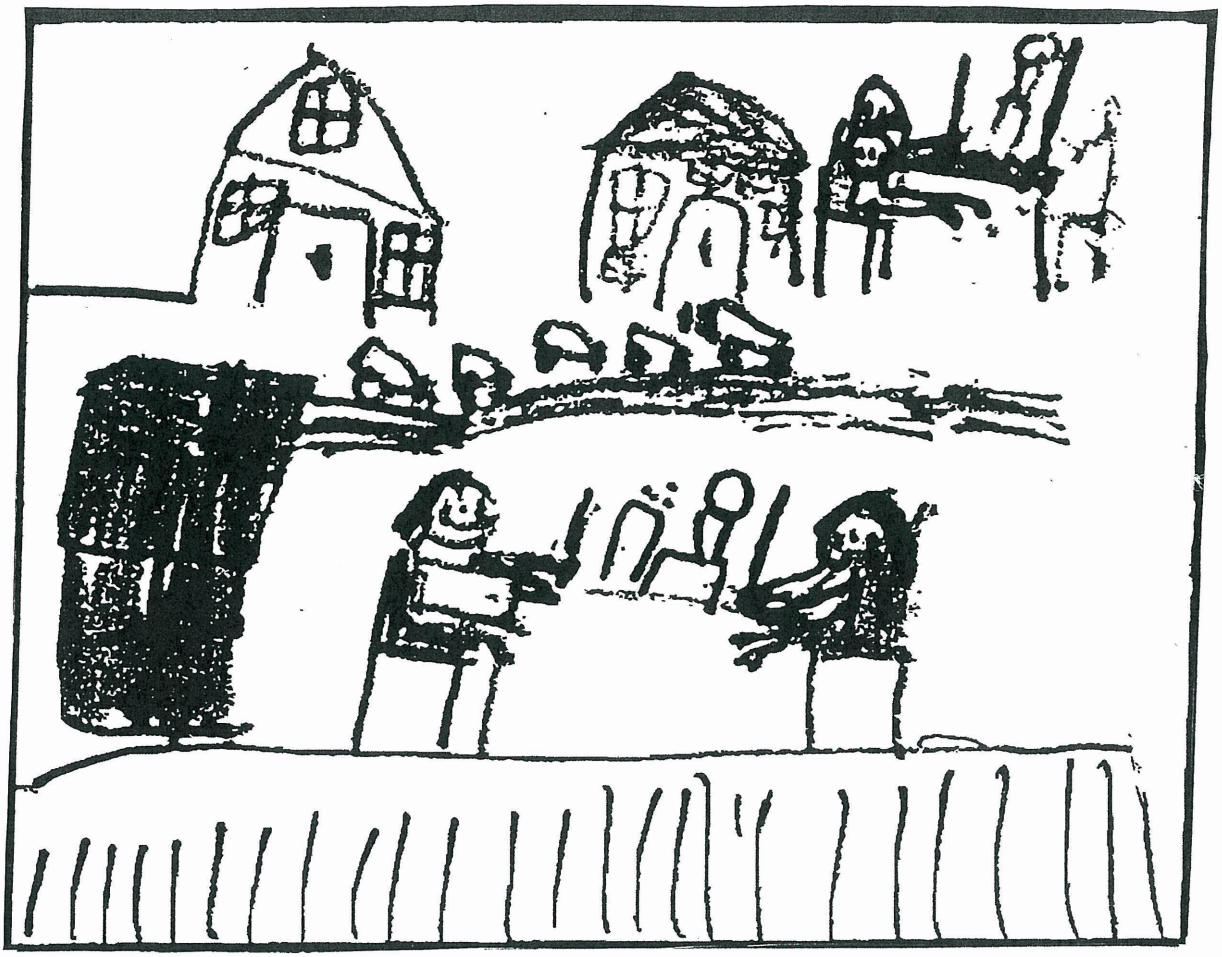
16. The chap put the map on his lap.

17. He told his dog not to yap while he had a nap.

18. Her fat father caught a rat under his hat.

19. The fat black cat sat on the flat mat.

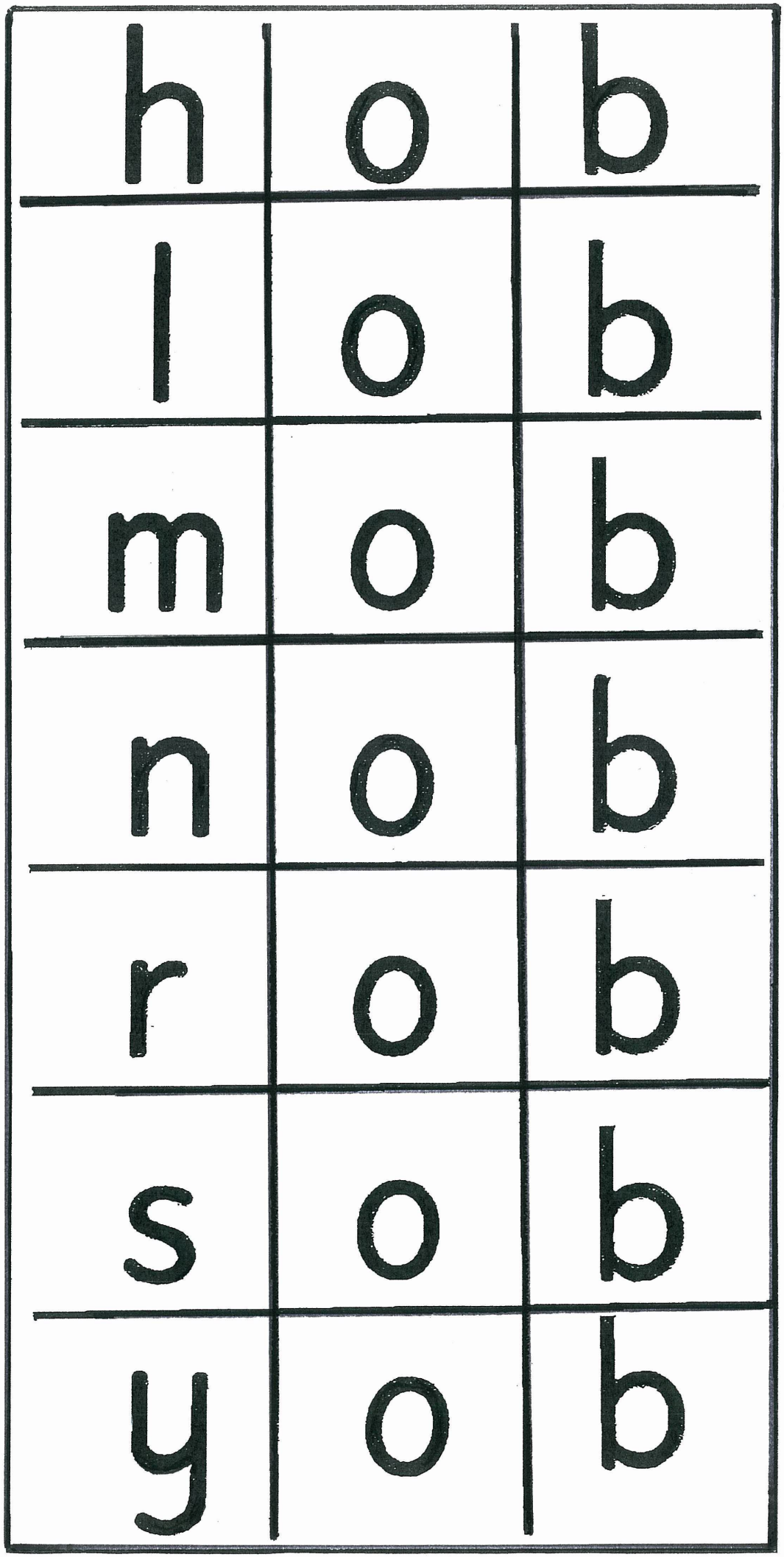
20. He has as much as she has.



Secretarial work

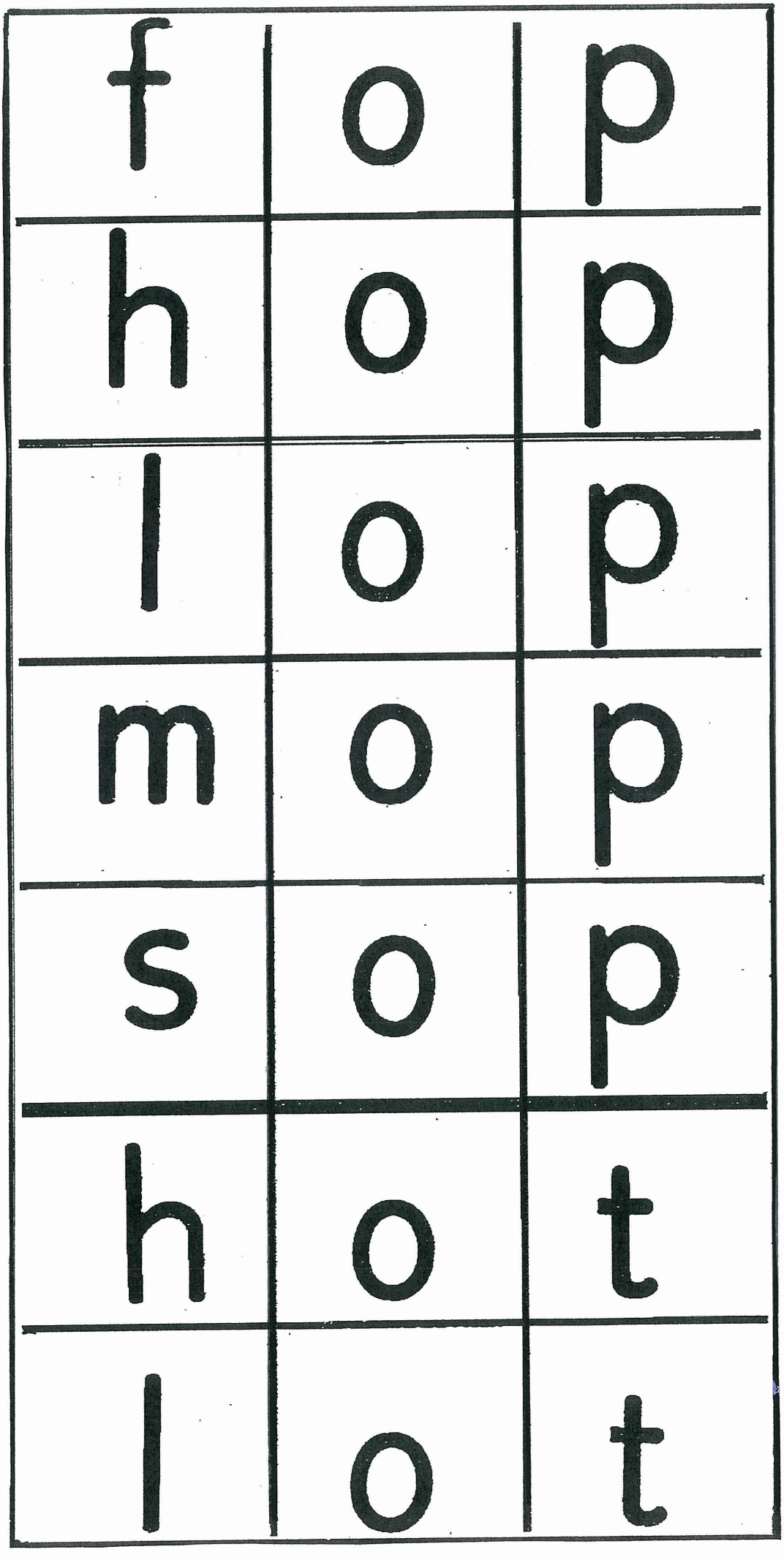
f	o	b

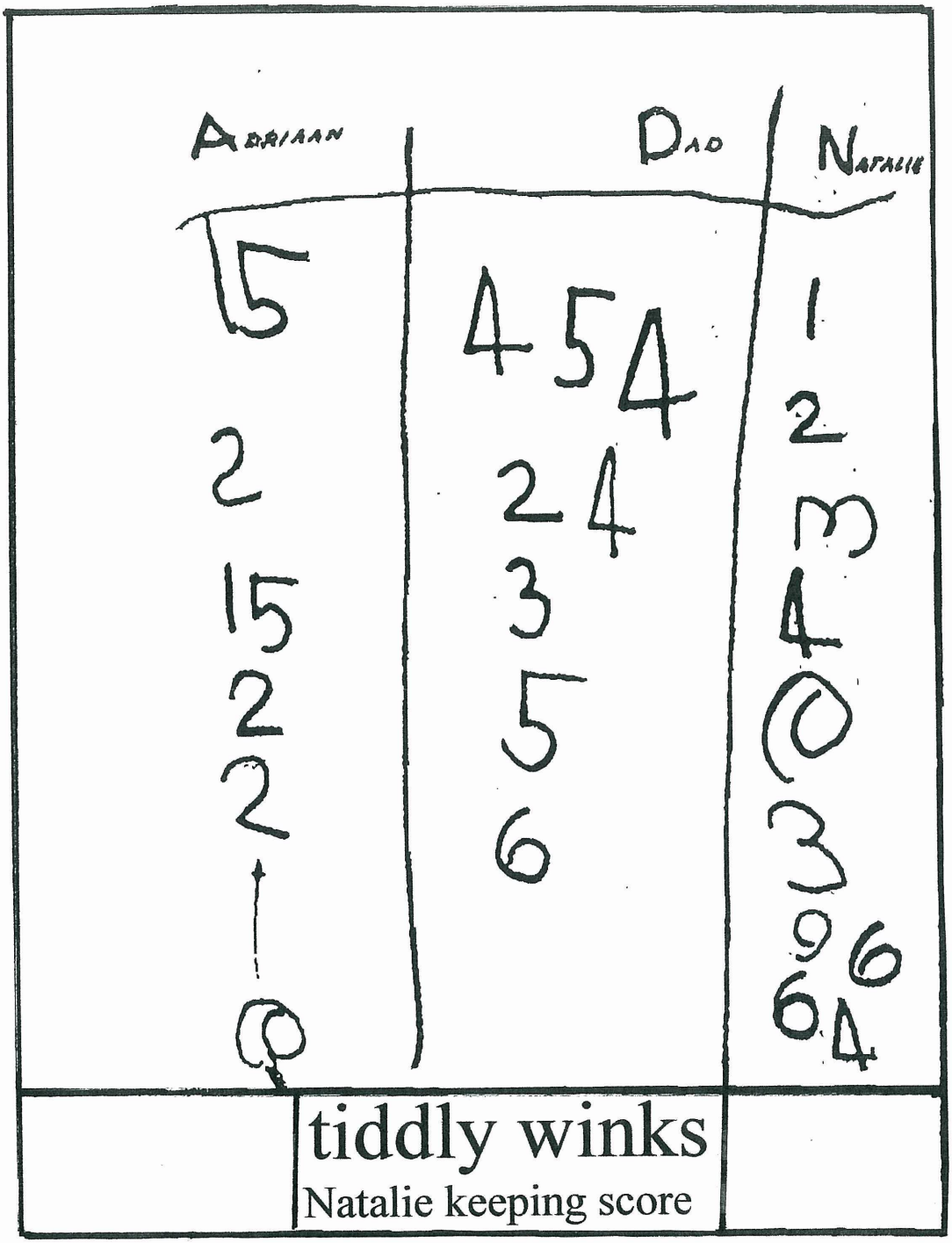
TOM


h o b
l o b
m o b
n o b
r o b
s o b
y o b

h	o	d
m	o	d
n	o	d
r	o	d
s	o	d
f	o	g
h	o	g

l	o	g
n	o	g
w	o	g
	o	x
f	o	x
	o	n
n	o	n


f o p
h o p
l o p
m o p
s o p
h o t
l o t


Adriaan
Dad
Natalie
5
2
15
2
2
4 5 4
2 4
3
5
6
1
2
3
4
0
3
9
6
6
4
tiddly winks
Natalie keeping score

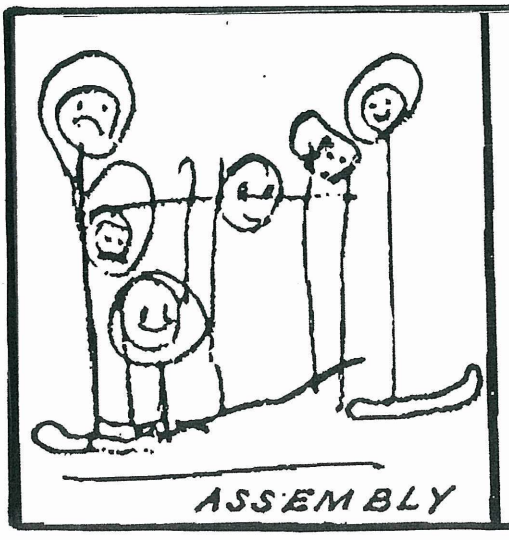
n	o	t
r	o	t

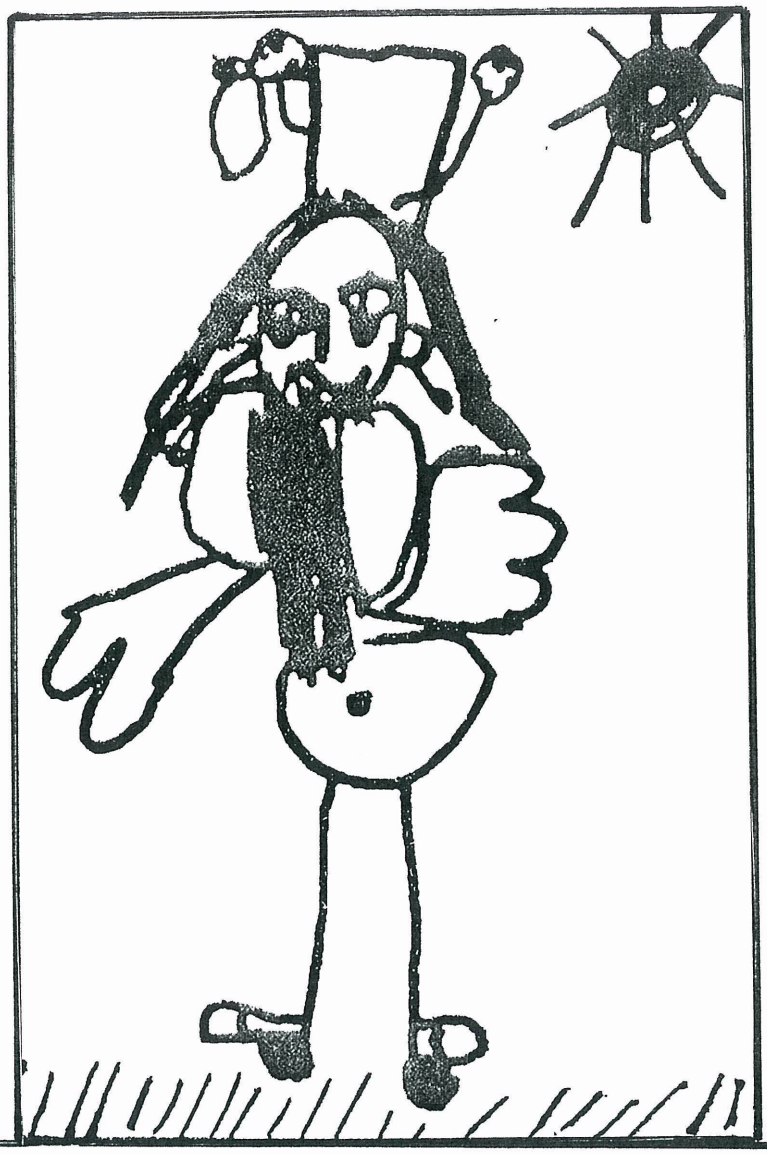
21. When a robber in the mob robbed Bob of his corn on the cob, the poor boy started to sob.
22. When Mrs Modbod fills her hod with rods, she nods.
23. Can you see a hedgehog in the fog?
24. Can you make me an eggnog?
25. An ox is bigger than a fox.

26. Father wants to lop a treetop to make a new mop.

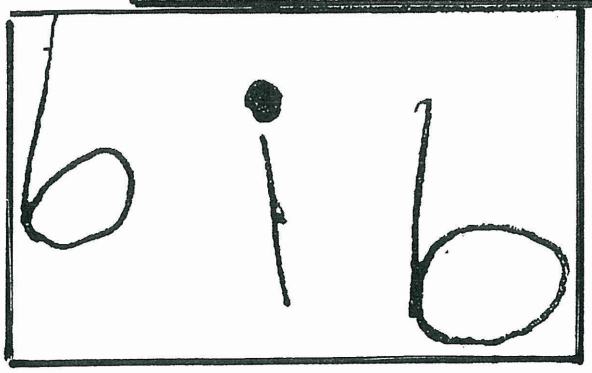
27. It is very hot! No, it's not!

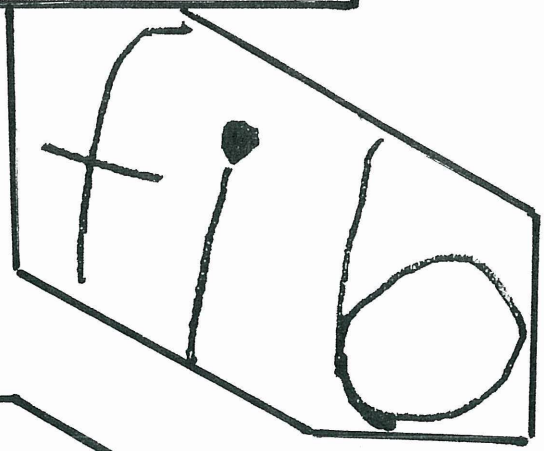
f	i	b
l	i	b
n	i	b
r	i	b
s	i	b

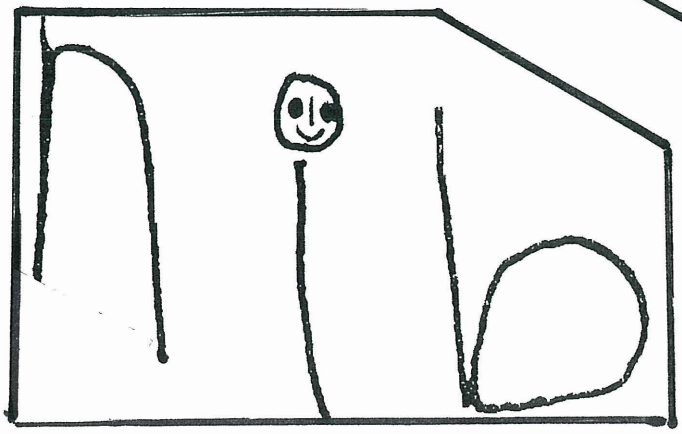




She wrote a fib with a nib on the inside of her bib.



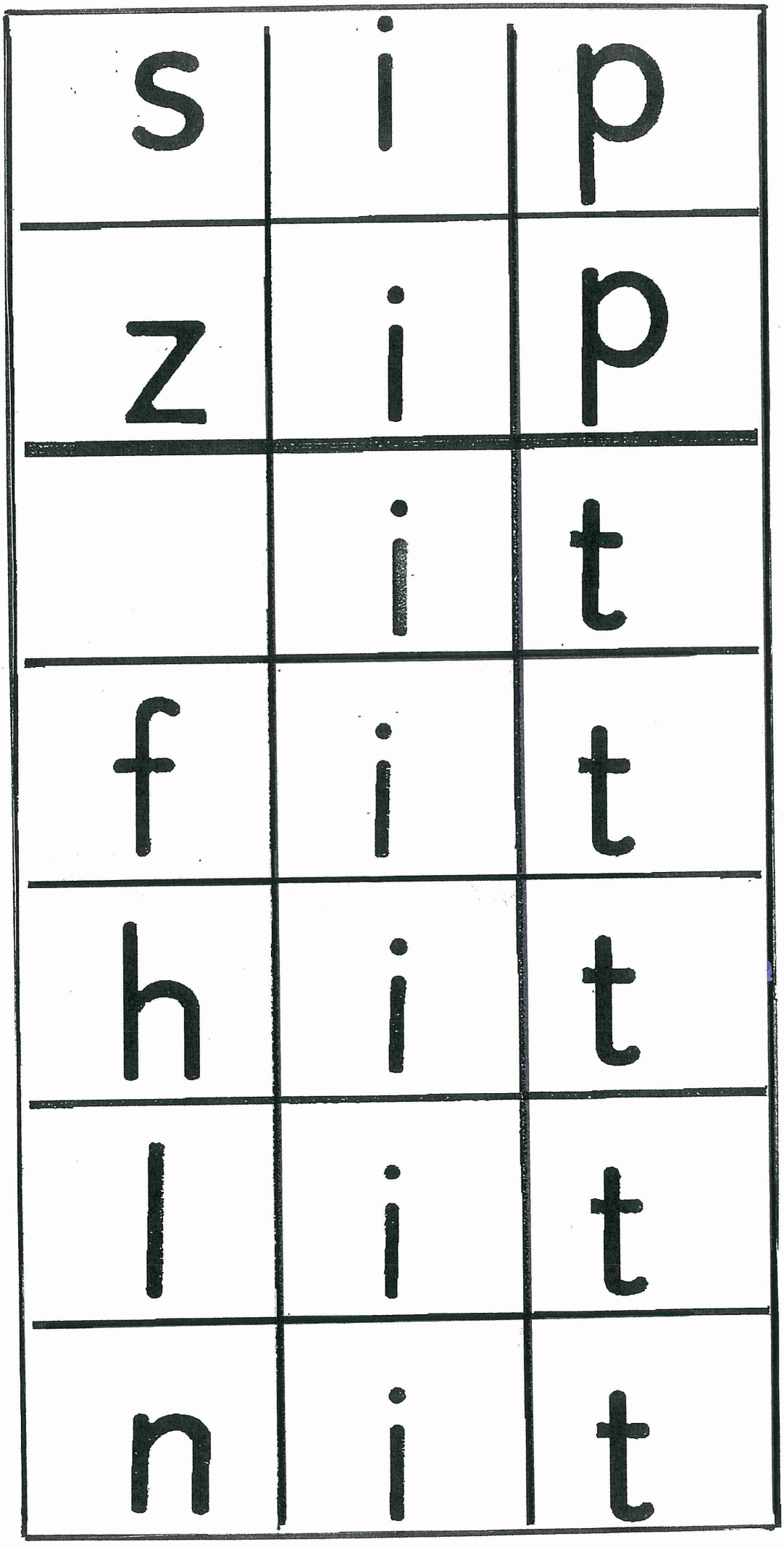




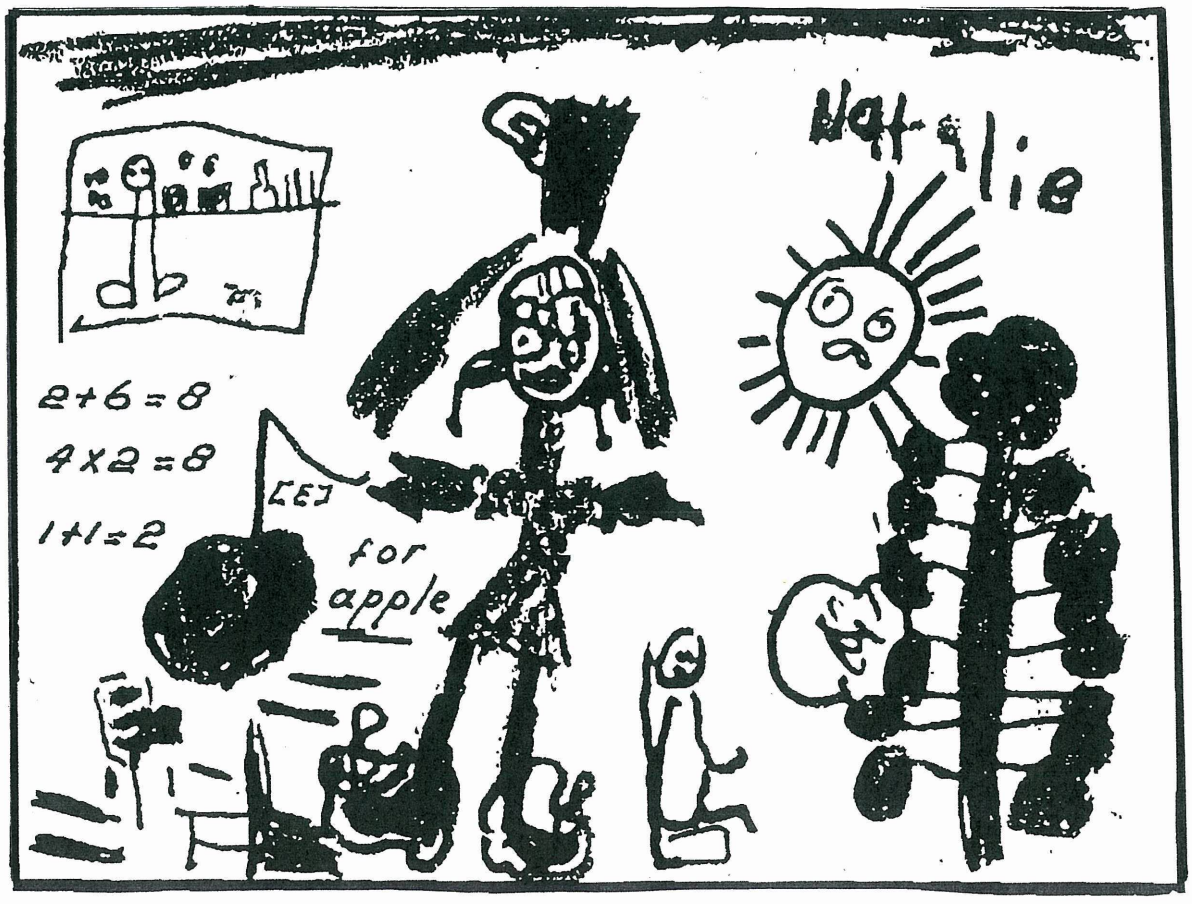
l	i	d
m	i	d
r	i	d
	i	f
f	i	g
r	i	g
w	i	g

f	i	x
m	i	x
s	i	x
h	i	m
n	i	m
r	i	m
v	i	m

	i	n
f	i	n
s	i	n
w	i	n
l	i	p
n	i	p
r	i	p


s i p
z i p
i t
f i t
h i t
l i t
n i t

s	i	t
w	i	t
	i	s
h	i	s



28. Baby Glib played with a squib in his crib and wrote a fib on his bib.

29. Billy the kid hid behind the lid.

30. Miss Fig lost her wig because it was too big.

31. They will fix the mix at six.

32. Prim Miss Vim sits next to Tim, because she likes him.

33. Fiona Fin wanted to win, but she tripped over a bin.

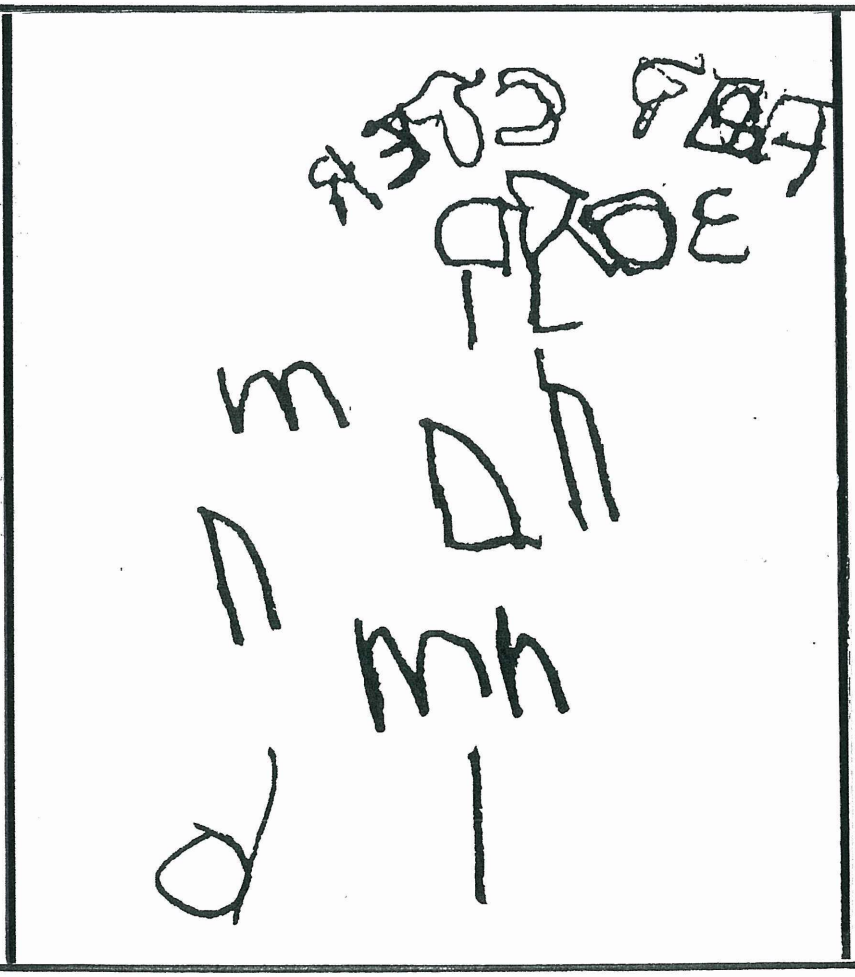
34. While I took another sip, I hurt my lip.

35. The nitwit was hit by the lamp he had lit, so he had a fit and fell into his sandpit.

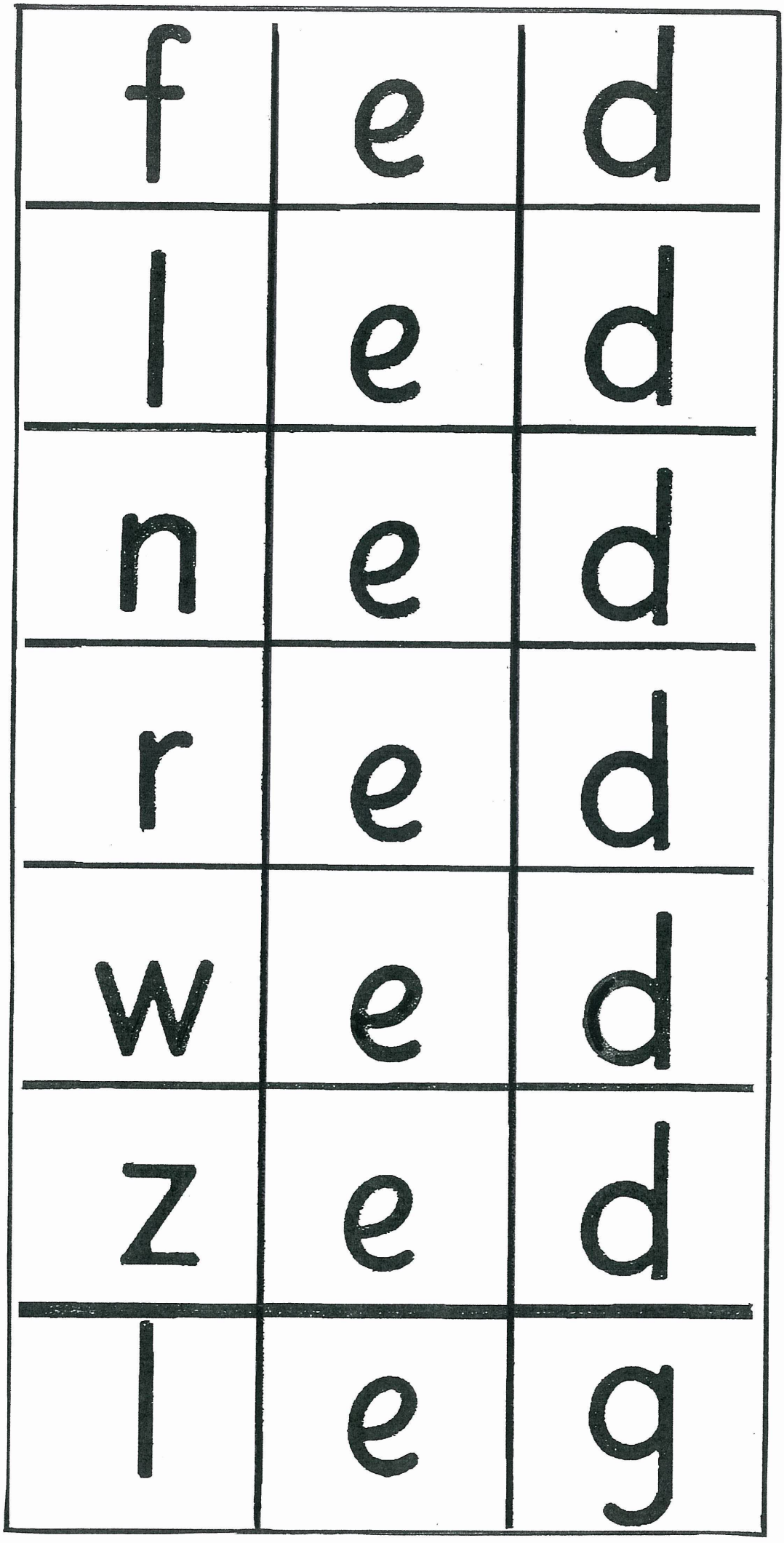
36. The book you took is his.

PENNY

n	e	b
r	e	b
w	e	b



Language in the making.


f e d
l e d
n e d
r e d
w e d
z e d
l e g

	e	x
h	e	x
l	e	x
r	e	x
s	e	x
v	e	x
y	e	s

f	e	n
h	e	n
m	e	n
wh	e	n
y	e	n
r	e	p
y	e	p

l	e	t
m	e	t
n	e	t
s	e	t
v	e	t
w	e	t
y	e	t

37. My dog ran with its neb into a cobweb.

38. Ned turned red because he didn't want to go to bed.

39. Greg tripped over an egg and broke his leg.

40. Are you an ex-hex, Sam? Yes, I am!

41. Rex tried to vex the hex.

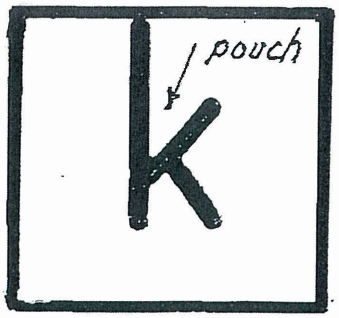
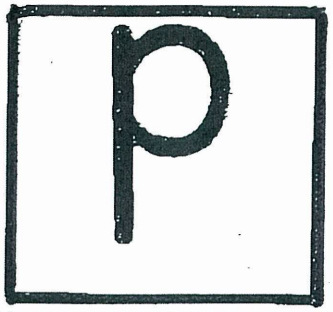
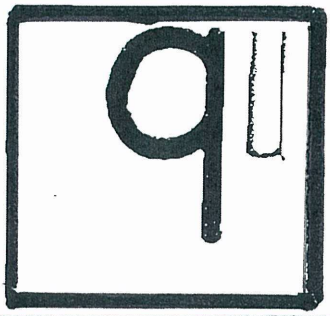
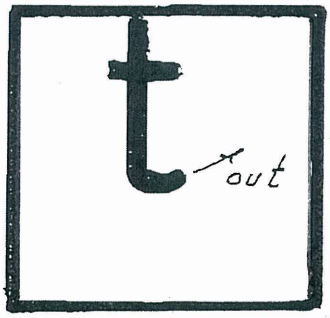
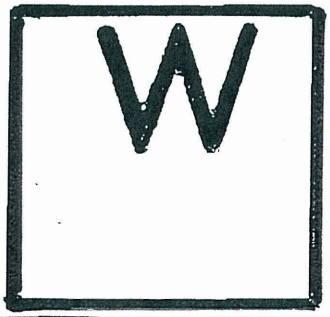
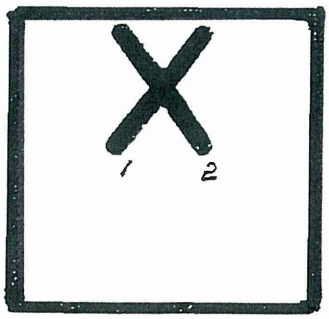
42. When the men paid us ten yen for each hen, we went down to the fen. "Did you get them?" asked Pep. Yep!

43. Has the vet been yet? No, he says that it's too wet.

44. Jump over the net. Ready, set,...

Letters that can only be pronounced with a sonant (true consonants). Here, [ə] is used. Beware: When teaching words, the existing sonant must be used! bad: [bɛd], not [bə] [ɛ] [d].

b	[bə] for ball: first the bat, then the ball.
c	[kə] for catch: shape of left hand catching a ball.
d	[də] for duck: first the body, then the neck.
g	[gə] for go: (this is 9, in one go!) 2 parts around and we all fall down.
h	[hə] for house: first the chimney, then the house.
j	[dʒə] for jamspoon: first the spoon, then the jam.

	[kə] for kangaroo: 1 2 3 kangaroo (3 strokes).
	[pə] for parking: you're driving along.... park your car.
	[kw] for quack: around, down.
	[tə] for tap: the water goes out, close the tap.
	[wə] for walk: 1, 2, 3, 4.
	[ks] for mix: left right. (ready for the next letter!)

ADDITIONAL NOTES

Sonants and Consonants

Sonants are made by voiced air passing through different mouth shapes. Students should produce tunes based on sonants. (Gregorian Chant).

Consonants are generally made by a definite interference of the vocal organs with the air stream.

They contribute more meaning to a word than sonants do; the latter are more like the wind disturbing the seeds.

BRD could stand for bird, broad, board, or bread; oa and ea have no meaning, but they are the ones we need to concentrate on when teaching spelling.

Letters and Sounds

Some letters or letter combinations may stand for different sounds:

The busy city women went on an excursion to the pretty village church with the chef of their cooking school.
All pseudo experts emphases the erratic nature of English. Don't go down with a sinking ship, unless you are the captain. Instead, use the difficulties to become more alert and observant.

Phonemes give colour so to speak; sounds give the shades of that colour.
The t in tea sounds different from the t in two, but they both belong to the phoneme (t).
Letters are like people; they influence each other. No one is an island.

DECODING ONLY

1. Oral exercise:	Teacher	Student
	Cub, cub-dub, cub-dub-pub	Repeats
	Cub-dub-pub, cub-dub-pub.	Repeats
2. Reading:	Cub, dub, pub.	
3. Consolidating:	Teacher	
	Which one is, pub, cub, dub?	

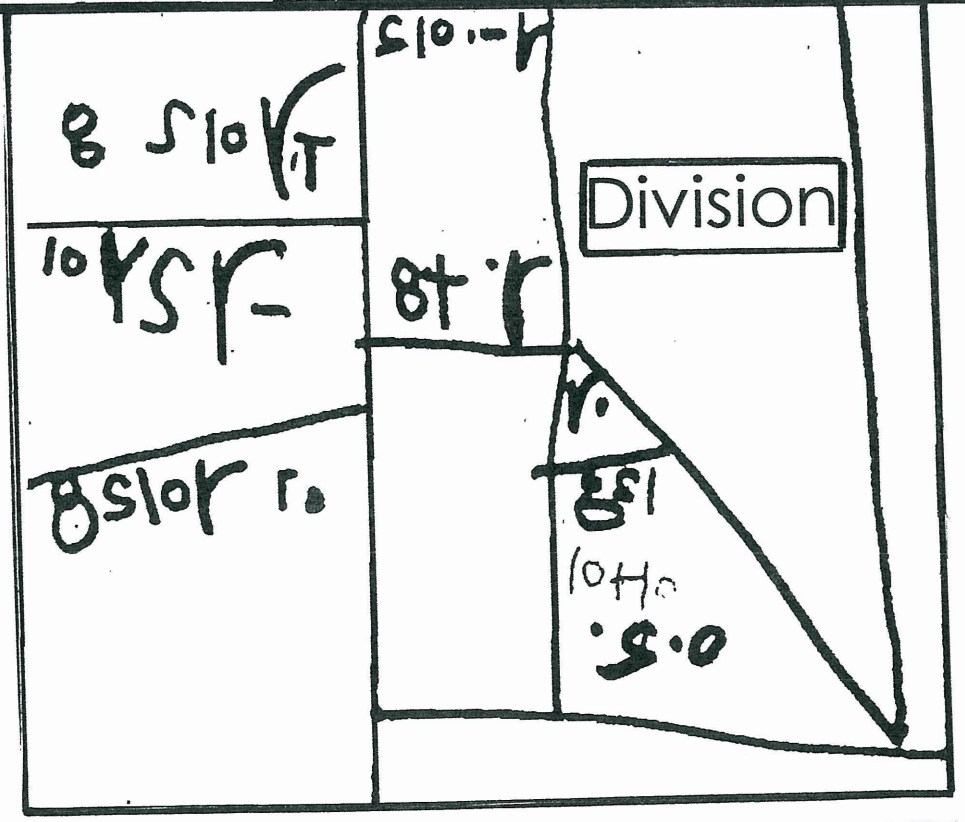
If student still hesitates starting a word, the teacher
Must produce the initial constant and the sonant that follows:
Cu... b, du... b, pu... b

c	u	b
d	u	b
p	u	b
t	u	b
b	u	d
c	u	d
d	u	d

b	u	g
d	u	g
j	u	g
p	u	g
t	u	g
g	u	m
t	u	m

b	u	n
g	u	n
c	u	p
p	u	p
	u	s
b	u	s
g	u	s

b	u	t
c	u	t
g	u	t
j	u	t



Natalie copying adriaan

45. The cub looks like a grub; that's why it sits in the tub.

46. Mr Suds lost his duds.

47. The bug and the slug dug a hole in the rug.

48. Yum Yum loves to chew chewing gum.

49. Run to get your bun.

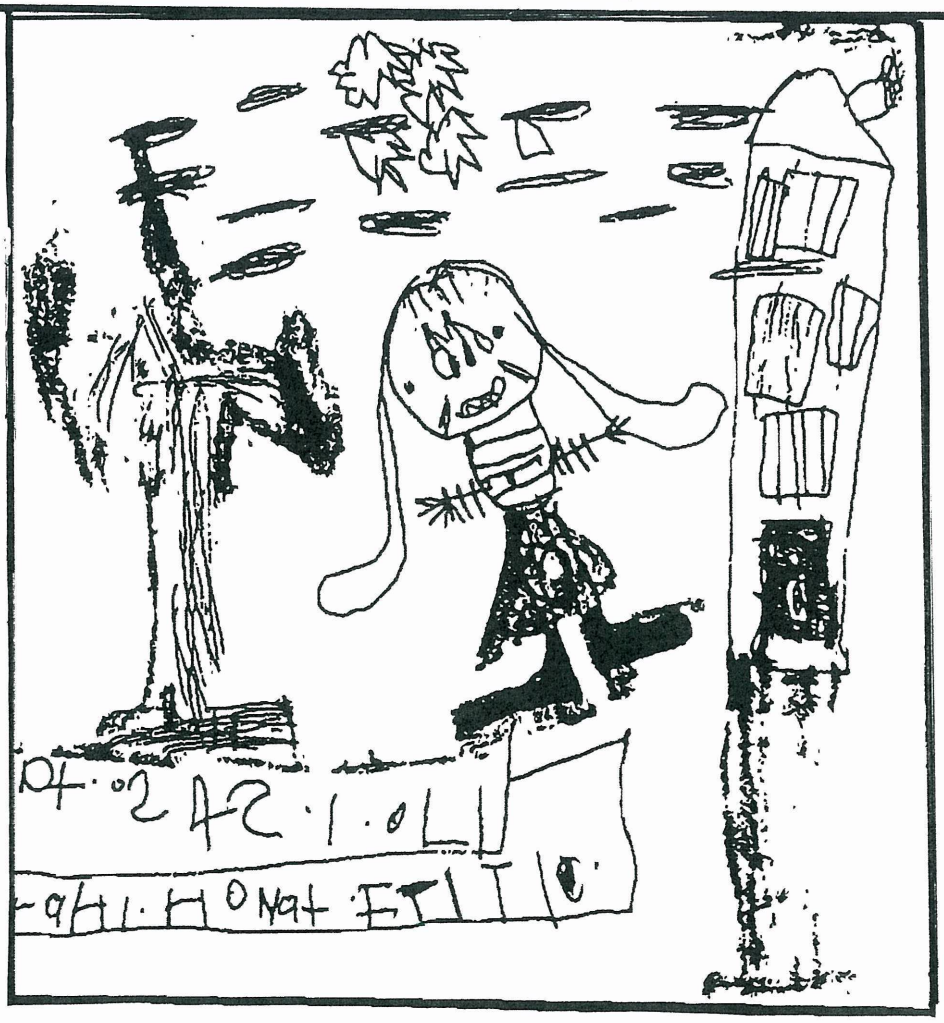
50. The cat jumped up to catch a scup.

51. Gus took us in his schoolbus just in time.

52. Cut up this yellow butternut, but don't shut your eyes!

Collage by Robert Mudge, 2M

c	a	b
d	a	b
j	a	b



"I hate homework"

b	a	d
d	a	d
p	a	d
b	a	g
t	a	g
d	a	m
j	a	m

c	a	n
p	a	n
t	a	n
c	a	p
g	a	p
c	a	t
p	a	t

53. Nigel Nab took a cab to go to his lab.

54. The dad was glad that his lad had never been bad.

55. The price of the bag is on the tag.

56. Ham or jam?

57. Can you make a pancake?

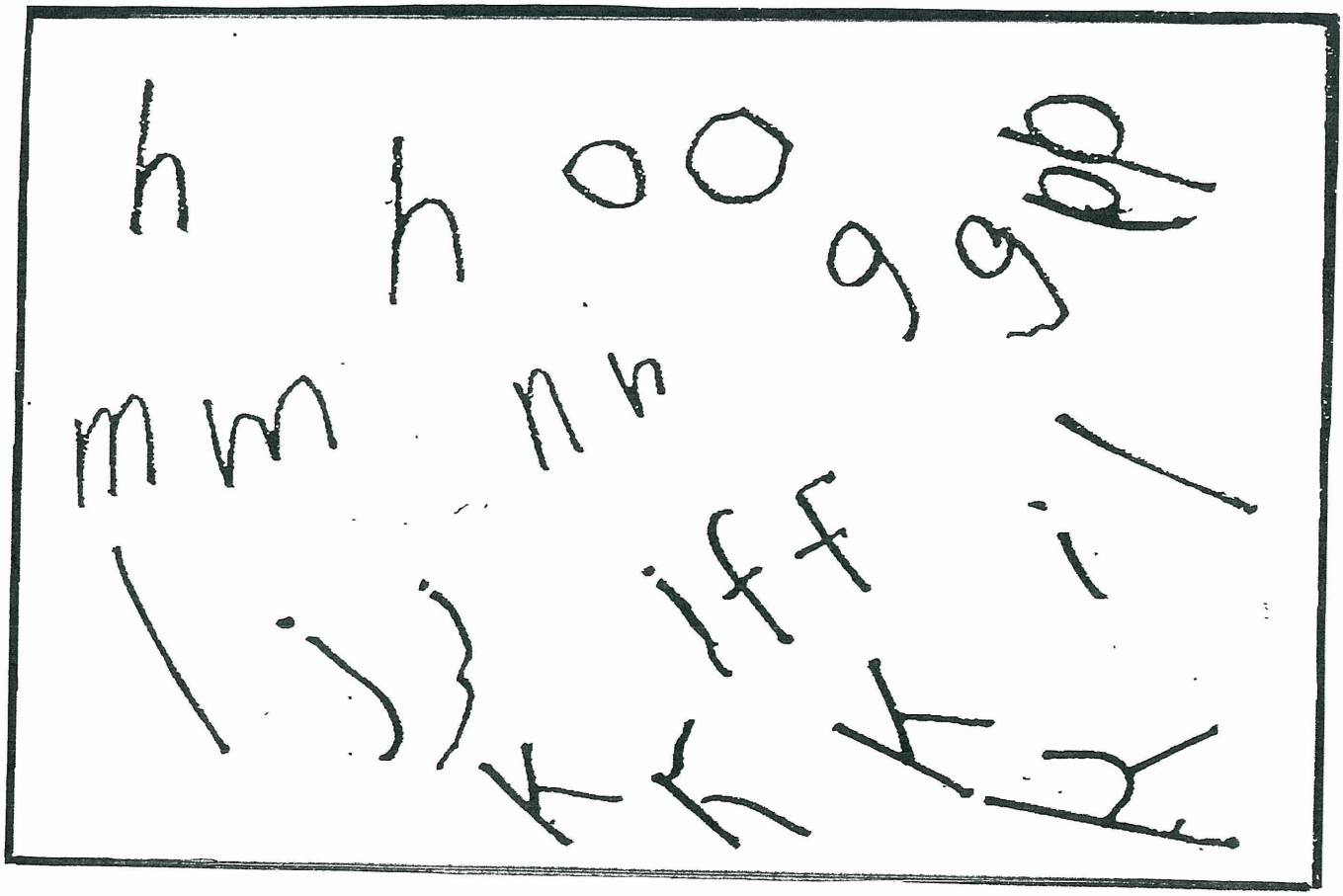
58. There was only a small gap between his eyes and his cap.

b	o	b
d	o	b
j	o	b
c	o	d
g	o	d
d	o	g
j	o	g

b	o	x
p	o	x
p	o	m
t	o	m
c	o	p
p	o	p
t	o	p

g	o	t
p	o	t
t	o	t

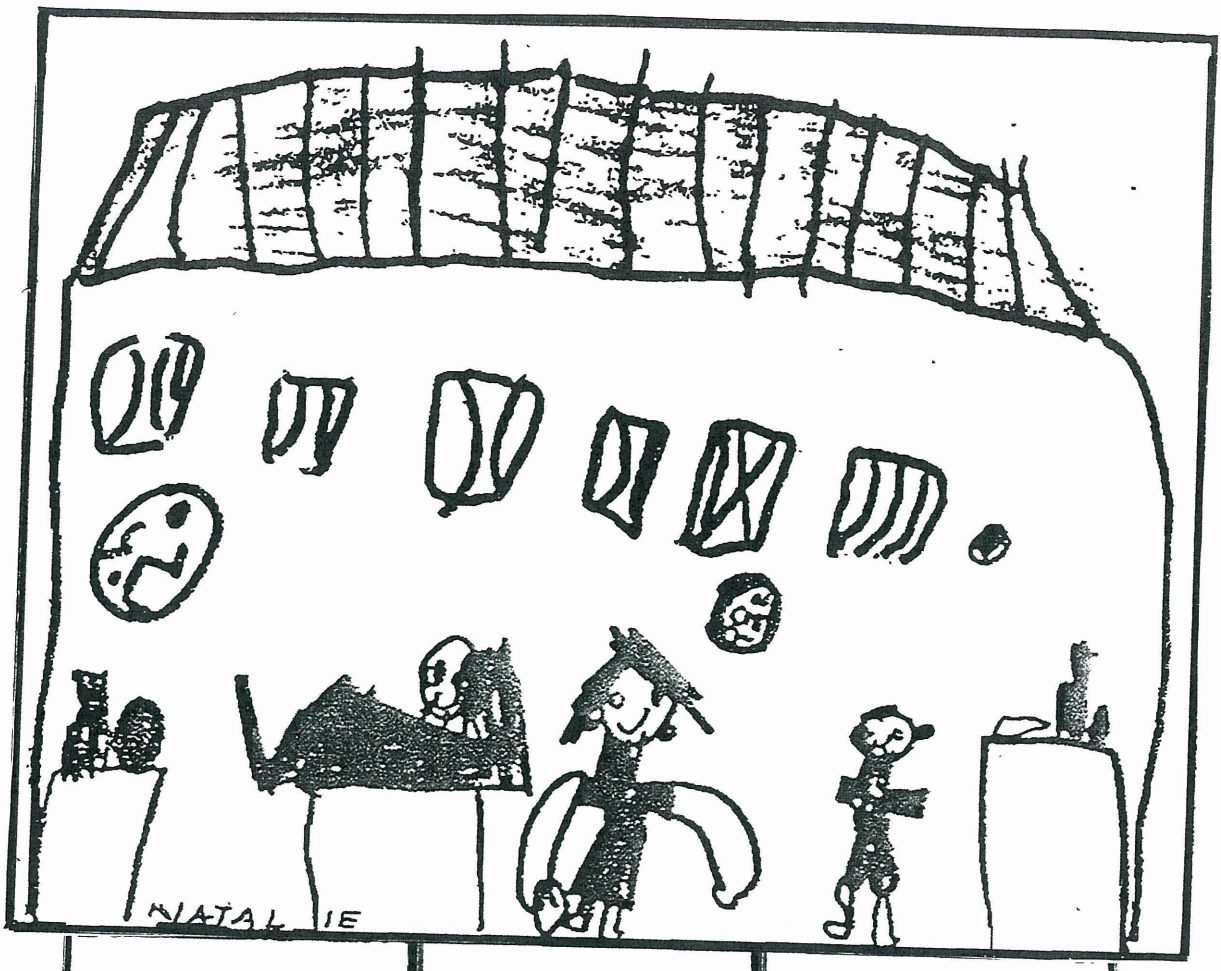
Letters for the patients



59. Bob lost his job. Since he couldn't have his horse shod, he went out with his dog for a jog.

60. Tom the Pom's fox may have chicken pox, so he put it in a box where it never stops eating paddle pops.

61. The todler got stuck in her pot.



b	i	b
j	i	b
d	i	d
k	i	d

d	i	g
b	i	g
p	i	g
d	i	m
k	i	m
d	i	n
b	i	n

p	i	n
t	i	n
d	i	p
k	i	p
t	i	p
b	i	t
p	i	t

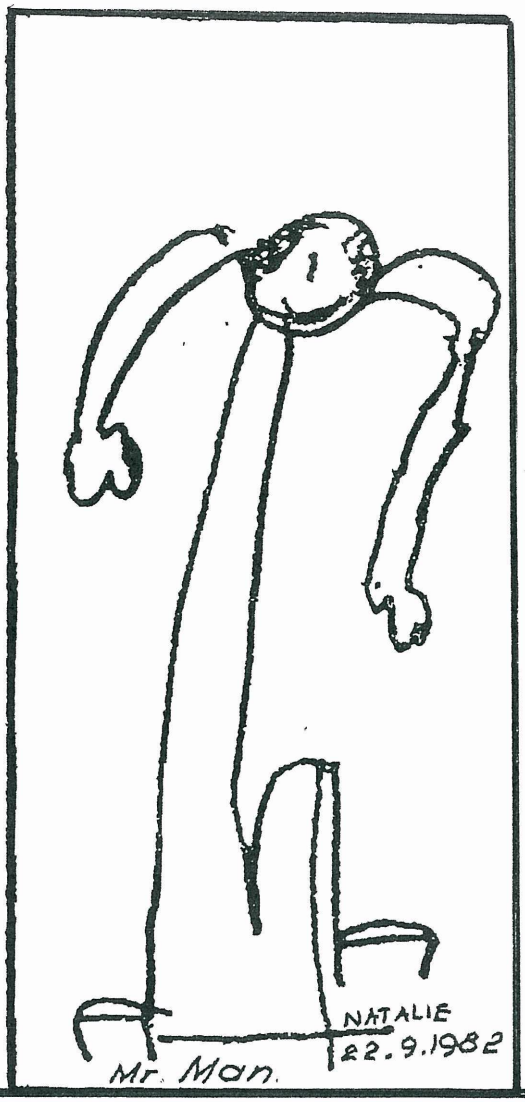
62. Her sibling broke one rib when he did a skid into a tin of squid.

63. Dad had to dig a hole to bury our big pig.

64. Afterwards, Kim gave him a dim sim because his father is as thin as a pin.

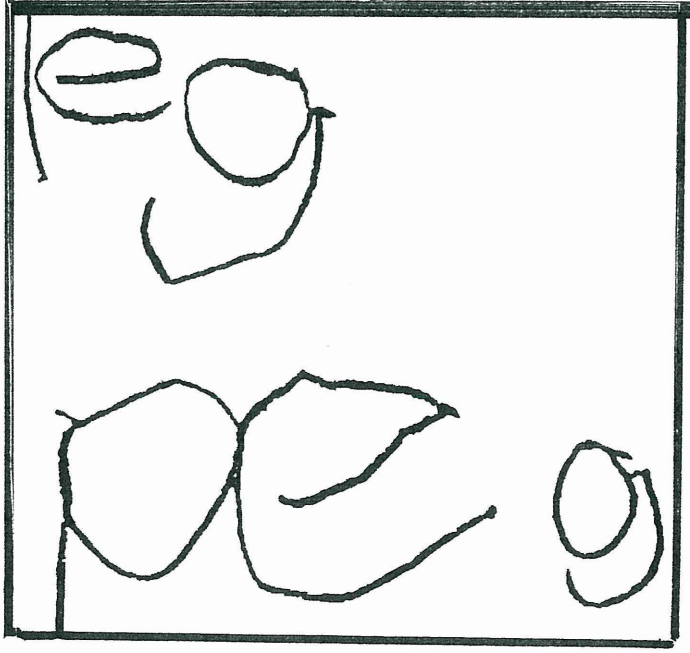
65. Don't trip over your slippery dip while you skip; your hip or your lip might split when you do it.

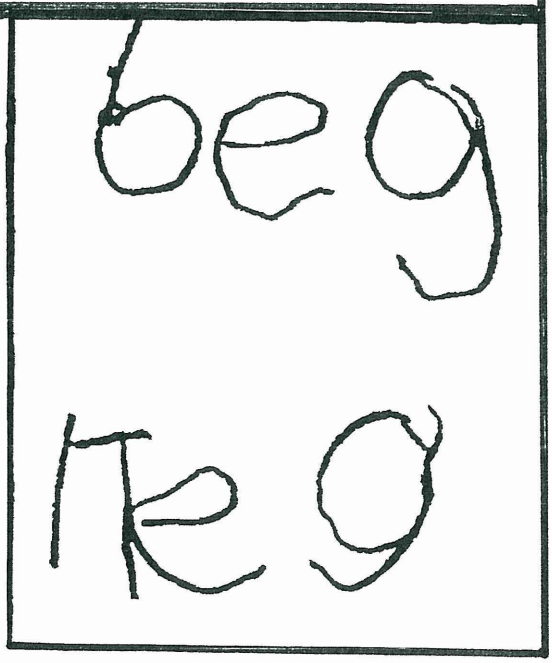
b	e	d
k	e	d
t	e	d
k	e	g
p	e	g
g	e	m
h	e	m



Jaques the peg without the extra leg.

I beg you pardon!
I didn't mean to drop the keg on
your leg, Mr Peg.





d	e	n
k	e	n
t	e	n
b	e	t
g	e	t
j	e	t
p	e	t

66. When Ted's nose bled, he ran into the shed and sat down on a keg to stem it with a peg.

67. Ken hid in a lion's den together with some other men.

68. Our pet doesn't want to sit under a jet to get wet.

LONESOME BRIDGE

(Based on a painting by Vincent van Gogh)

A little bay was its only friend. Robert walked over it every day. He'd sit and watch the water flow. The bridge was made of old gray wood and old brown bricks underneath. Fresh green grass lay near the water and old brown up the top. Cypress trees to give it shade and an old house behind it. He'd throw pebbles in and watch the water vibrate and the water hens pecking at the weeds. The bridge was a lonely one. And so was Robert.

ROBERT DeSTEFANO, Form 3 White

Collage by Manfred Spitzer, 3G

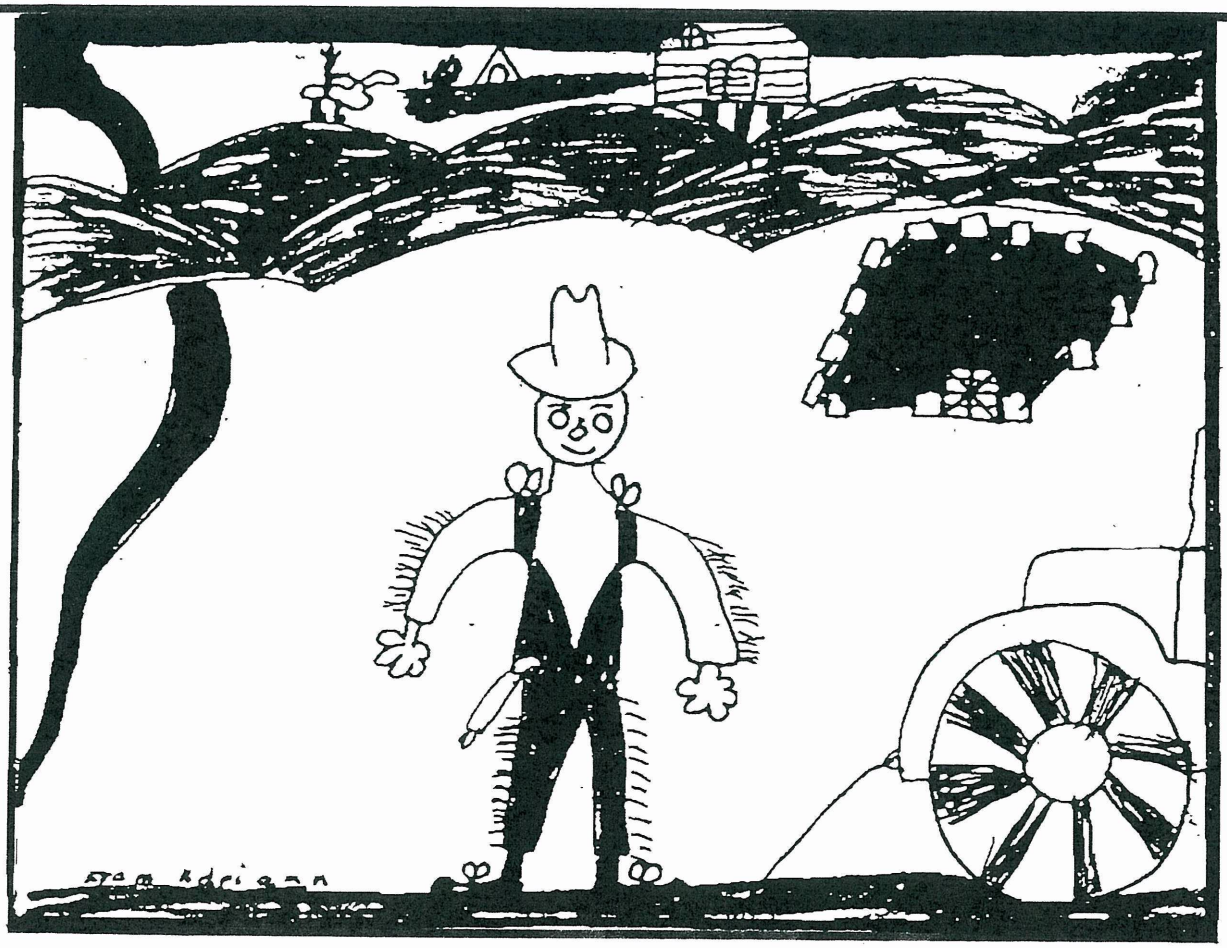
THE 10 MAINLY LONG SOUNDS

Decoding only

Warning: New knowledge interferes with existing knowledge; it's normal.
Some students will now read MAD as MADE. Don't panic.
Eventually, they will sort out the difference.

Generally speaking, one or two final vowels, two vowels and a consonant, or a vowel and an R represent long sounds.

This mechanical and predicable part of reading is important in order to eventually attack words made-up of patterns: deliver, overhead, Maypole.
90% of children who have problems with reading are boys. Since they want to know how something works, they lose interest if they can't see the forest for the trees. Don't get excited when they can recognise words like crocodile or locomotive.
It is extremely stupid to start with so-called sight words like the following: which, one, you, were, here, their, all, there, she, would, etc. You need a pilot hole before drilling a big one.



2 SONANTS±1 CONSONANT

TYPE ONE: FINAL E

"The E makes the A, the E, the I, the O and the U sound their names."

Exercise one: teacher reads,
learner repeats,
learner reads.

Exercise two: teacher dictates,
learner repeats and writes.

fade	make	for sale
made	take	fame
cake	wake	game
lake	bale	lame

PALE

d	a	y
h	a	y
l	a	y
m	a	y
r	a	y
s	a	y
w	a	y

j a d e
m a d e
sh a d e
a g e
c a g e
p a g e
s a f e

fake
lake
rake
shake
gale
shale
vale

c a m e
d a m e
g a m e
j a n e
m a n e
a p e
sh a p e

a c e
f a c e
r a c e
c a s e
ch a s e
a t e
g a t e

s a v e
sh a v e
w a v e
d a z e
g a z e
h a z e
m a z e

69. Our hens only lay eggs in May.

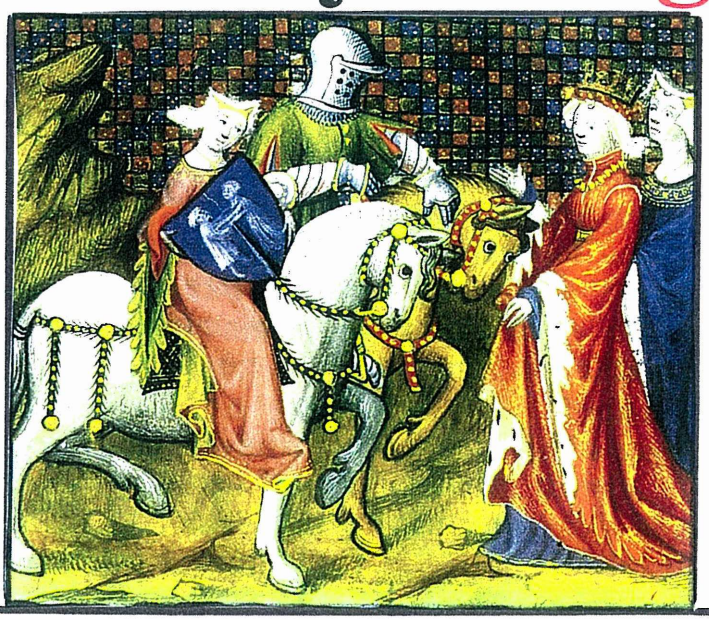
70. Say "Goodday" before you go away.

71. The sunray makes hay while we play.

72. Jade made a lampshade.

73. This new bit is safe and won't chafe.

74. What's your age, Page?



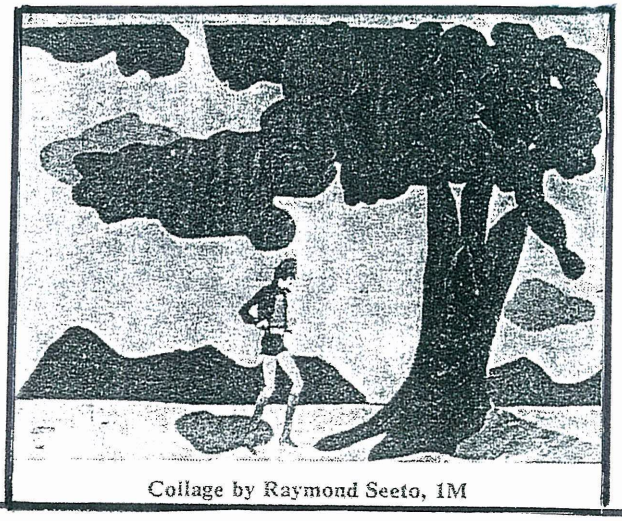
75. Jaques sits by the lake with a fake milkshake.

76. The ship got lost in a gale near Mona Vale.

77. The dame came to see the game.

78. Jane brushed her horse's mane.

79. The ape was a bit out of shape.



Collage by Raymond Seeto, 1M

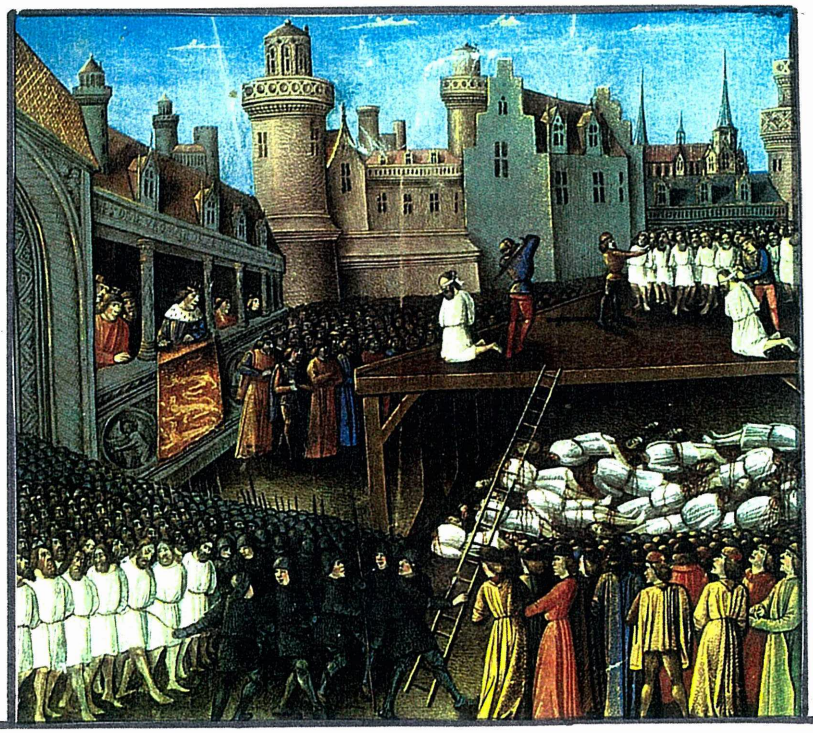
80. Near the end of the race, the ace had a red face.

81. Don't lock the gate tonight in case I'm late.

82. You need a shave, Dave!

83. Shane gazed in a daze at the haze.

Amazing!



NATALIE (4)
MAY, 1982

b e	m e
h e	w e
s h e	

PETER

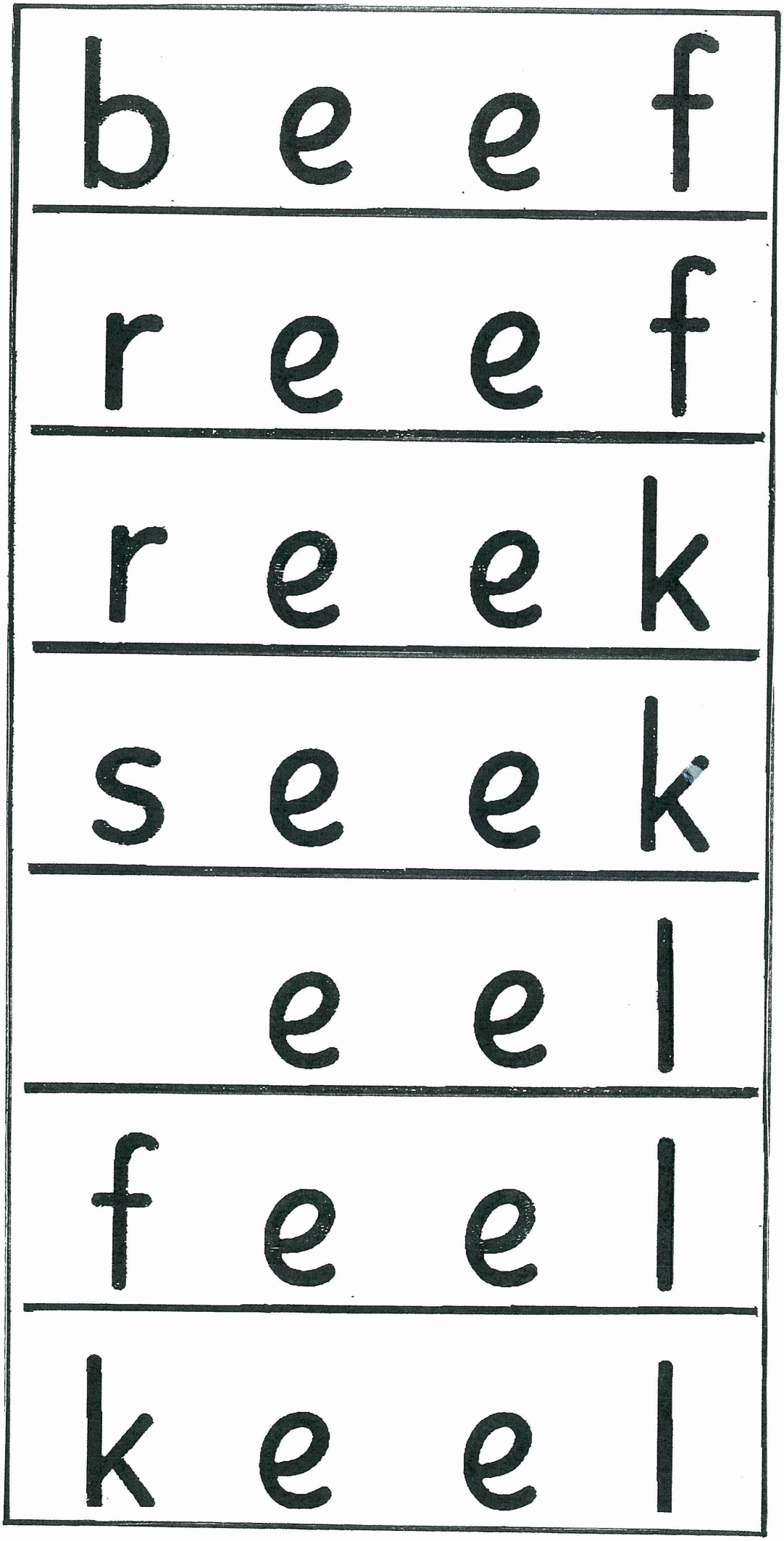
b e e

2 SONANTS ± 1CONSONANT

TYPE TWO: double E
double O

feed	been	too
weed	seen	zoos
seek	beep	book
week	deep	cool
eel		room
feel	feet	moon
seem	meet	loop

s e e


b e e f
r e e f
r e e k
s e e k
e e l
f e e l
k e e l

k e e n
sh e e n
d e e p
j e e p
sh e e p
f e e t
m e e t

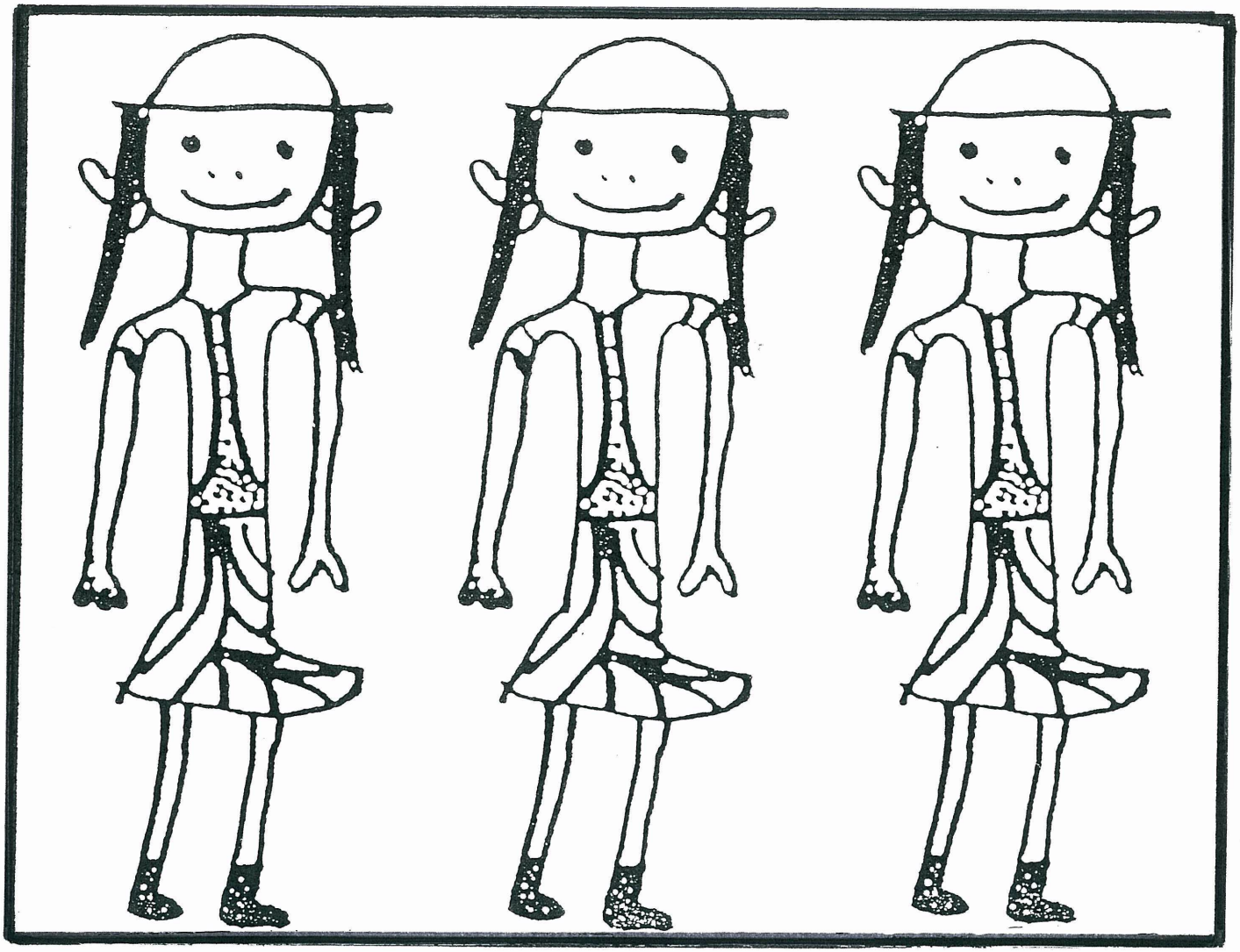
84. As soon as we see a bee, we flee.

85. Can you feed a cow on seaweed? Yes, indeed.

86. Peter sells beefpies on the Great Barrier Reef. He's Greek.

87. Kids are keen to play hide-and-seek every week.

88. The jeep gave a beep to chase the sheep down the street.



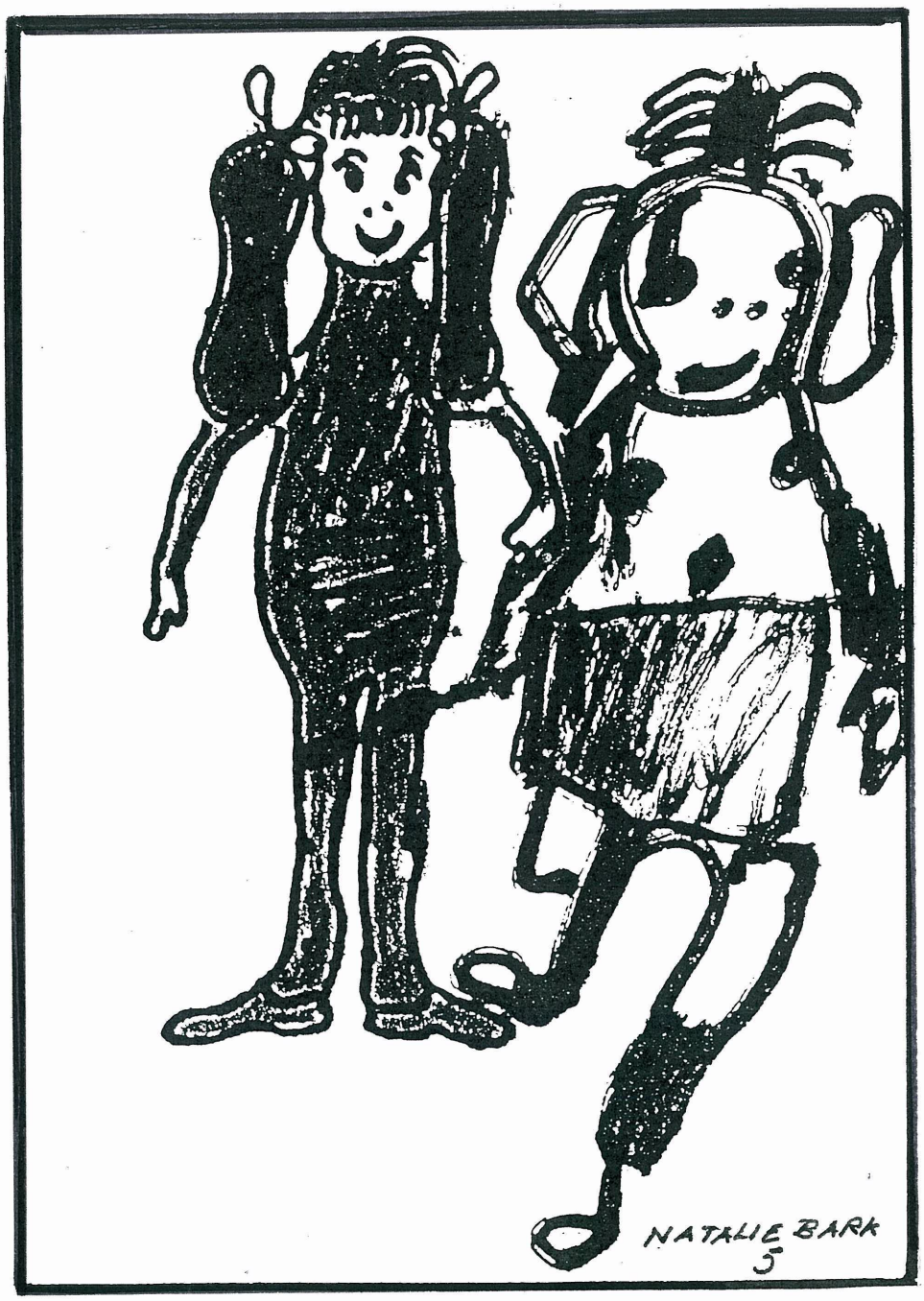
b	y	m	y
s	h	y	

TINY

r i d e
t i d e
w i d e

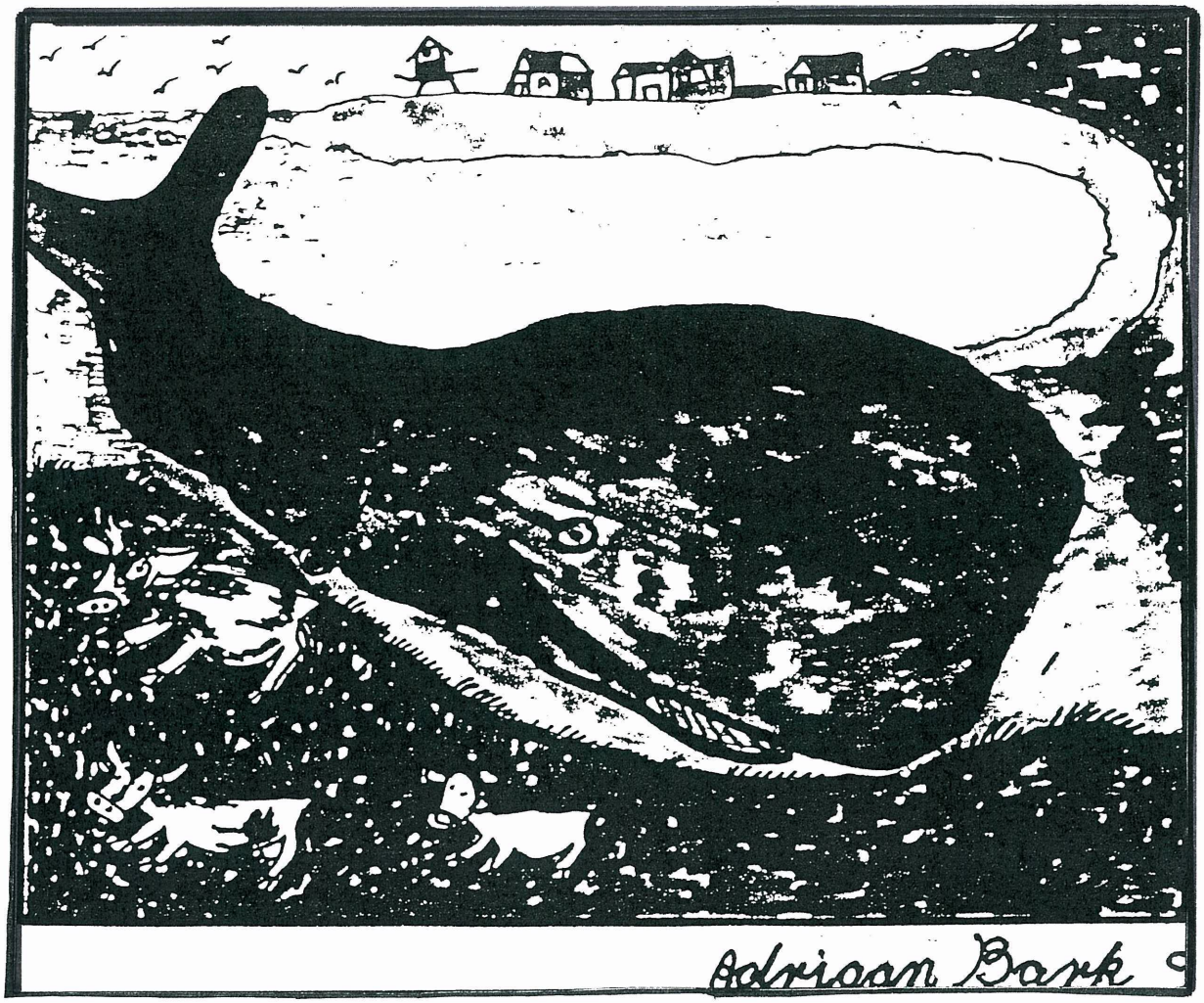
life

wife



pile

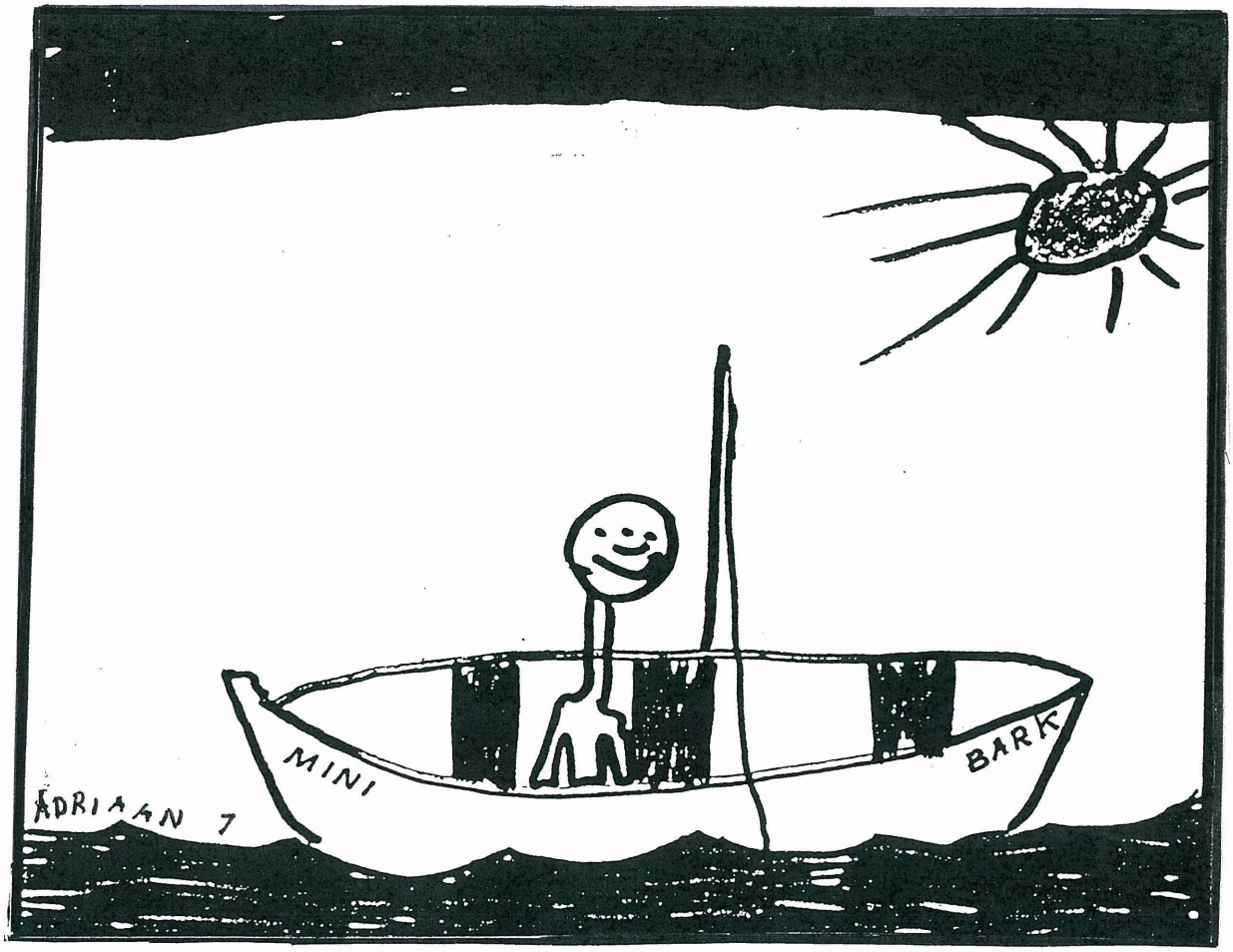
tile



lime

chime

time



d i n e

sh i n e

pipe

wipe

ice

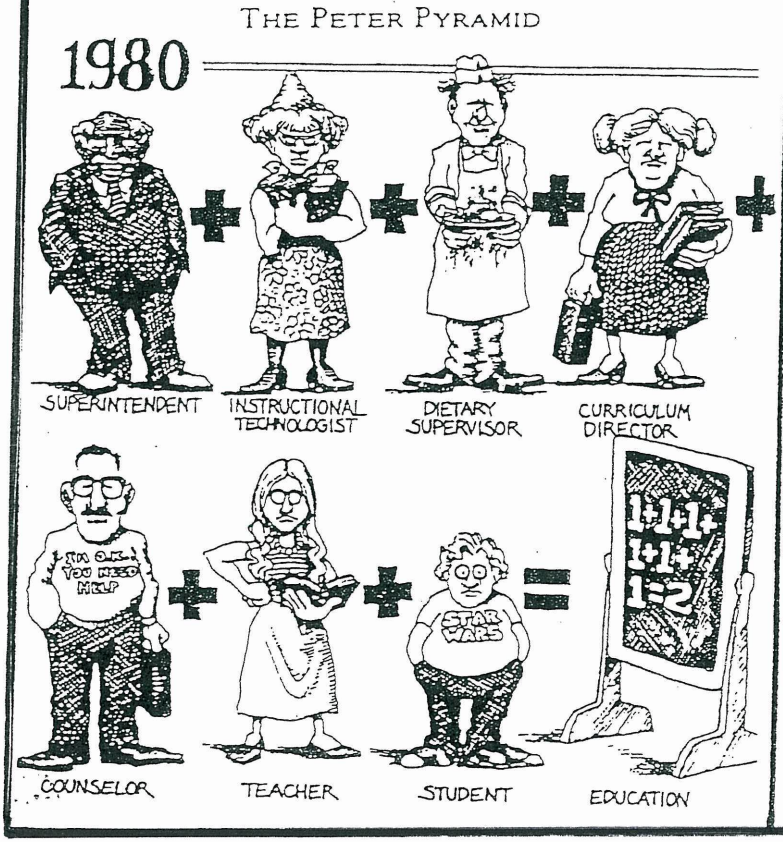
vice

quite

bite

kite

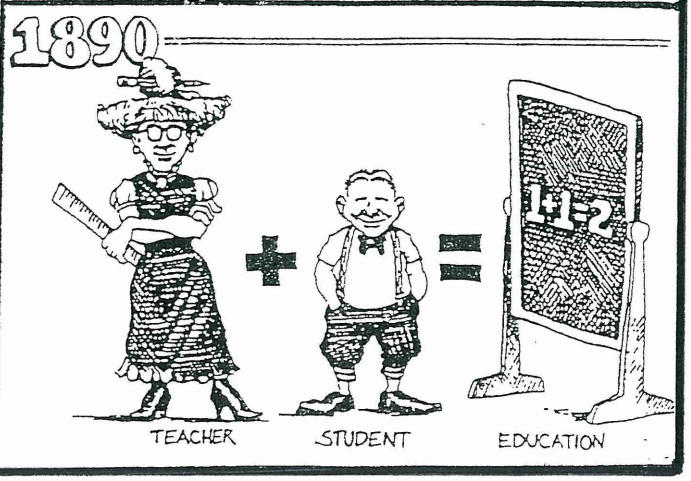
dive
five
rise
wise



The Myer Report (1980)

Of even greater long-term concern, the report argued, was the large proportion (more than 70 per cent) of primary schoolteachers who took no mathematics in their last years of high school. The report was concerned that teachers lacking familiarity with mathematics may educate their students towards a similar unfamiliarity.

Back to basics



89. Don't be shy; try to say, "Goodbye!"

90. They are going to have a ride at low tide.

91. Simon lost his wife and his life.

92. First pick up the tile from the pile.

93. It's time to dine in the sunshine with lemon and lime.

POEM

The silence of the wind dried up the town.
The slow walk of the lonely horse,
The old woman,
The old man, tired,
Everything still.

The wind blew fast.
The old tree that was dry lived again to move,
The old woman became frightened,
The old man began to run,
And the lonely horse as never before
The sky went black,
The town went black
From the dust the wind had blown.

The sky went blue,
The tree went green,
The horse stopped,
The old man and lady walked together.

GEORGE LEBNON, Form 2 White

Collage by Brad Orrock, 2W

94. Use the dishcloth with the green stripe to wipe.

95. Ice is nice but quite hard to bite, harder than flying a kite.

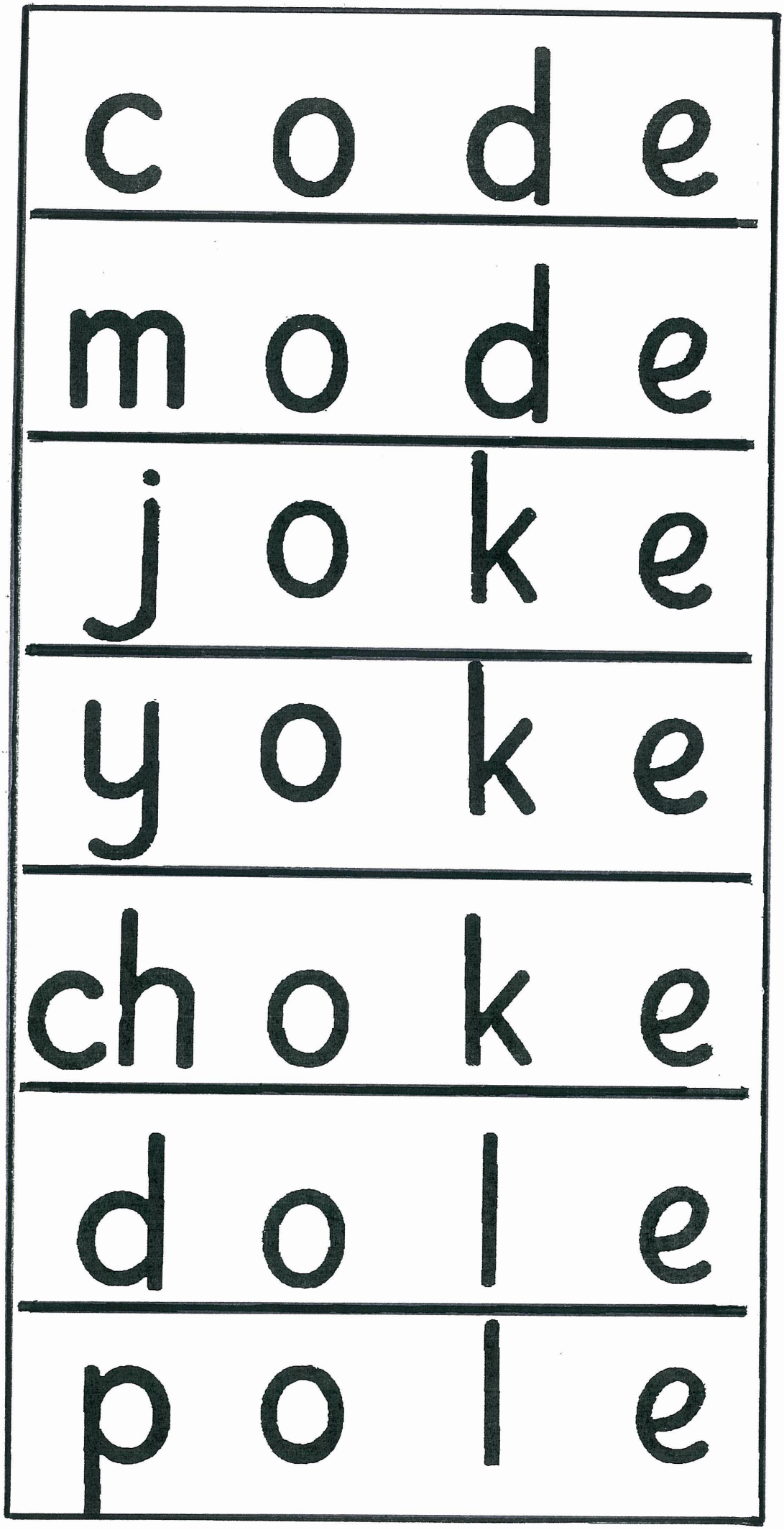
96. Clive can dive over a beehive although he is only five.

97. Early to bed and early to rise makes a man healthy, wealthy and wise.

g o	s o

n o

TONY


code
mode
joke
yoke
choke
dole
pole

dome

home

cone

tone

zone

hope

rope

note

quote

vote

rose

chose

98. He learnt Morse code while he rode; his horse would nearly choke while he spoke or jumped over the hole of a mole.

99. The gnome isn't at home; he's in Rome.

100. He was on the phone, but all I could hear was a dial tone.

101. I hope he can cope.

102. He sent me a note not to vote. That's all he wrote.

103. Any news? Yes.

104. Mrs Rose chose a red instead of a pink rose.

boys

toys

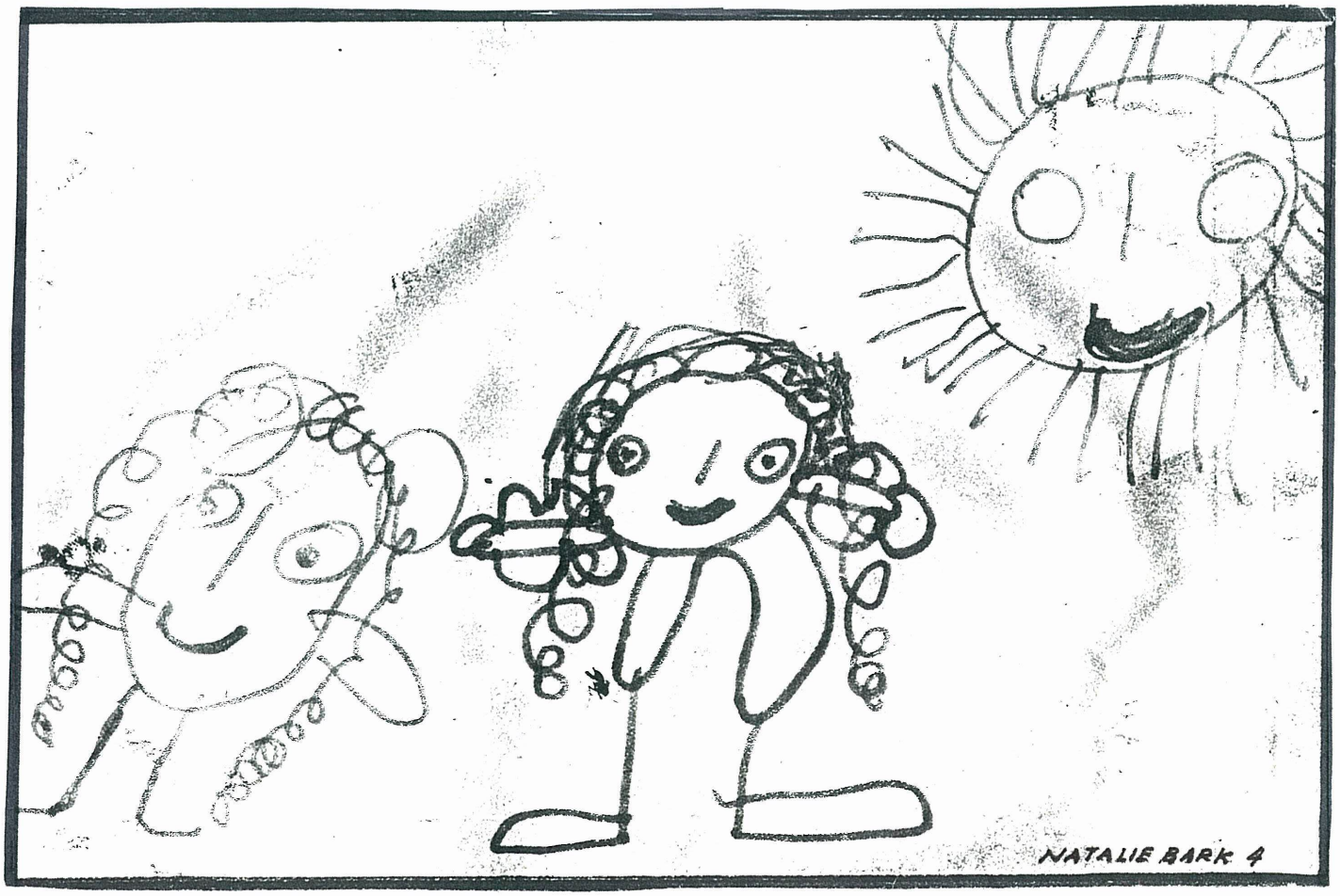
BOY

oil
boil
toil
coin
join
voice
choice

105. Boys have many toys.

106. Roy buried oil without foil in the soil.

107. You must flip a coin; only then do you have the choice to raise your voice.



o u r
s o u r

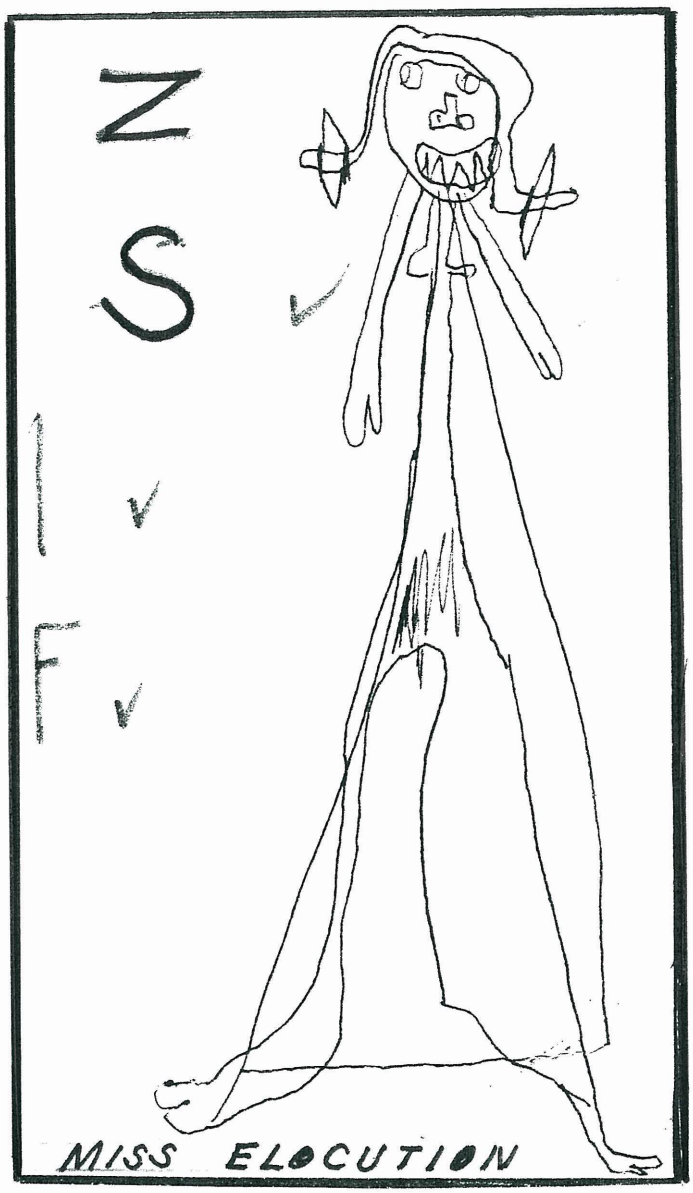
SCOUT

out
gout
lout
ouch
couch
mouth
south

108. The lout went out to slouch on a couch with his mouth towards the South.

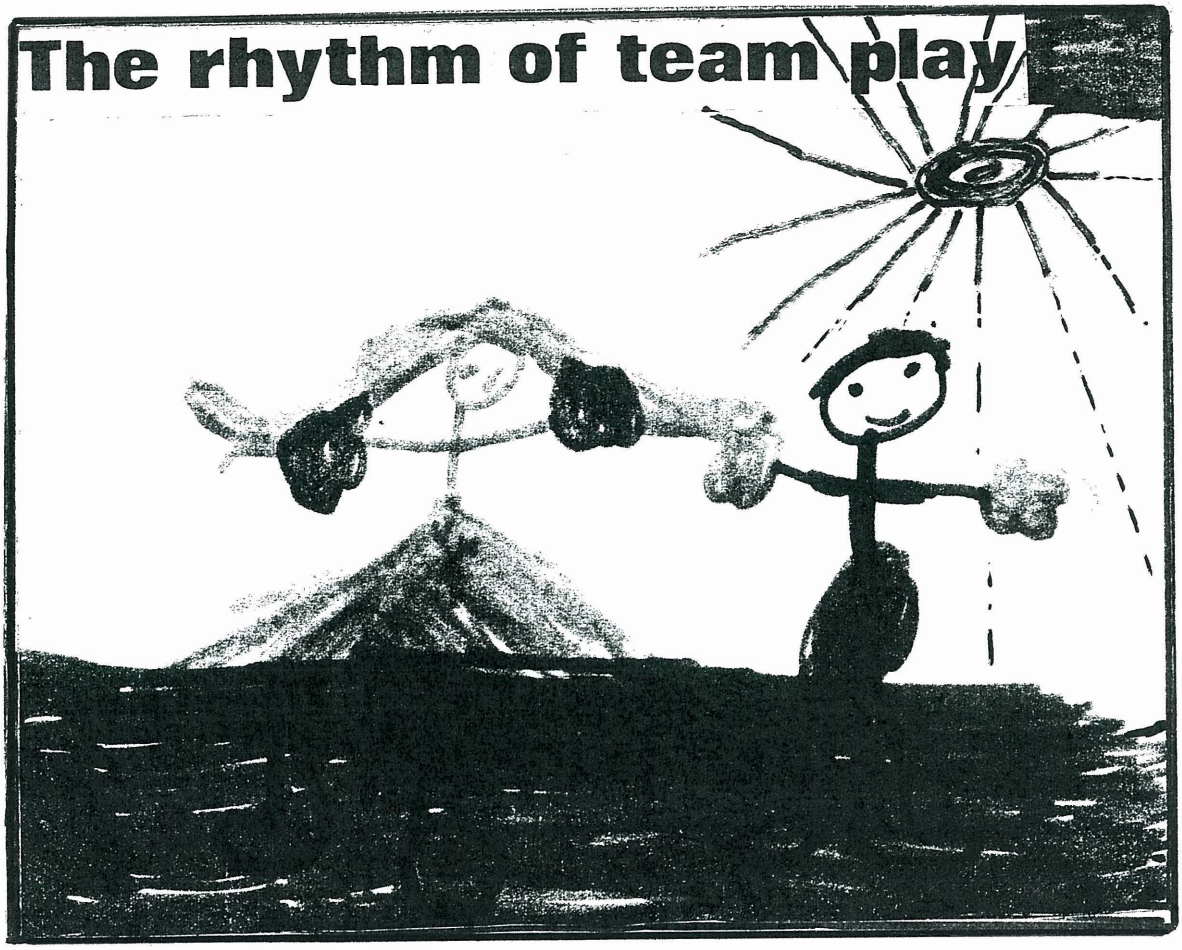
109. Ouch, don't touch!

110. Our milk turned sour within one hour.



or	for

PAUL



more

shore

c o r d

l o r d

cork
fork
pork
form
norm
born
corn

port

sort

short

porch

torch

forth

north

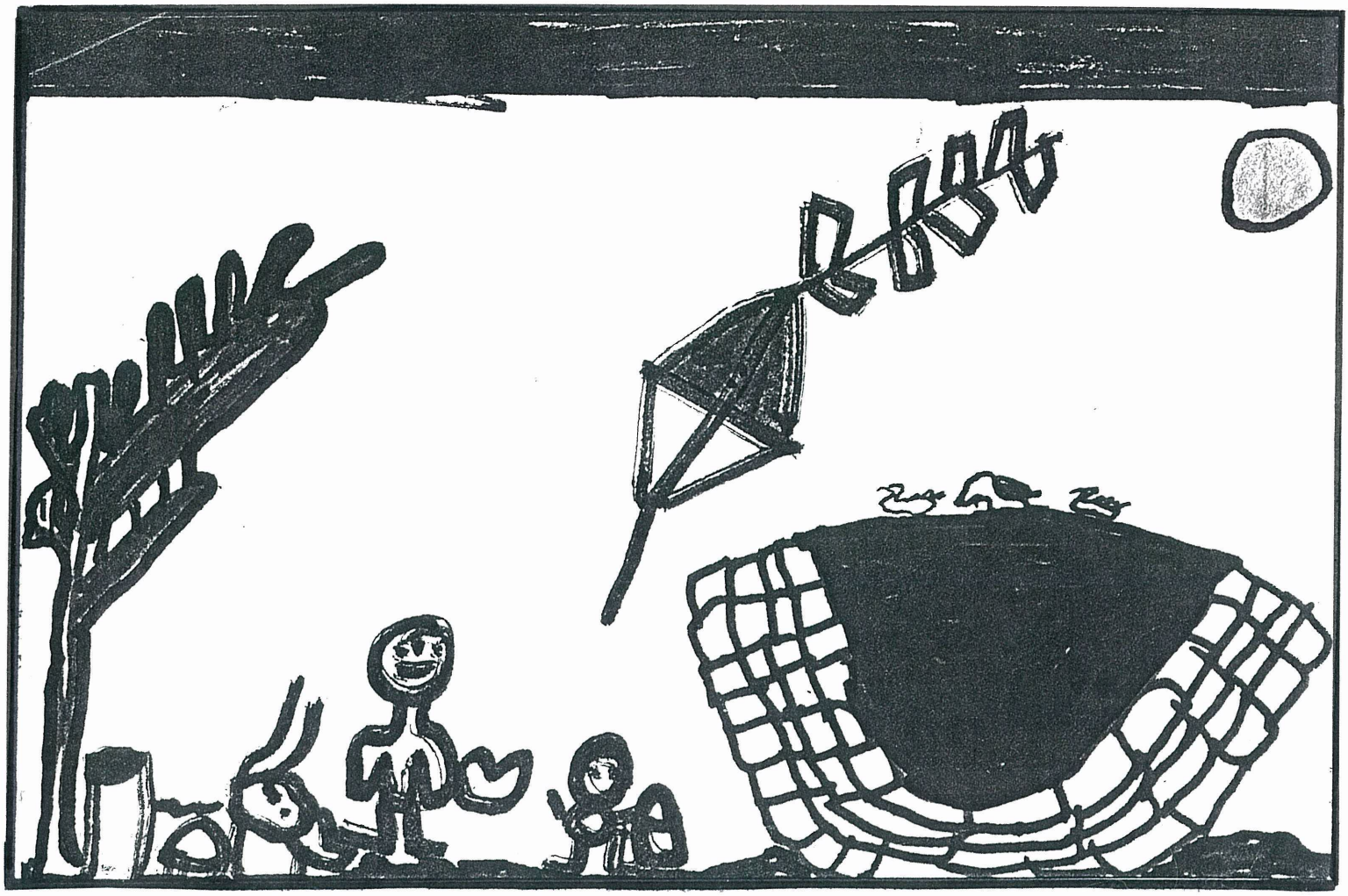
111. She doesn't snore any more as before; a sword cut her vocal cord.

112. Use a fork, not a cork to eat your pork!

113. Norm is in good form.

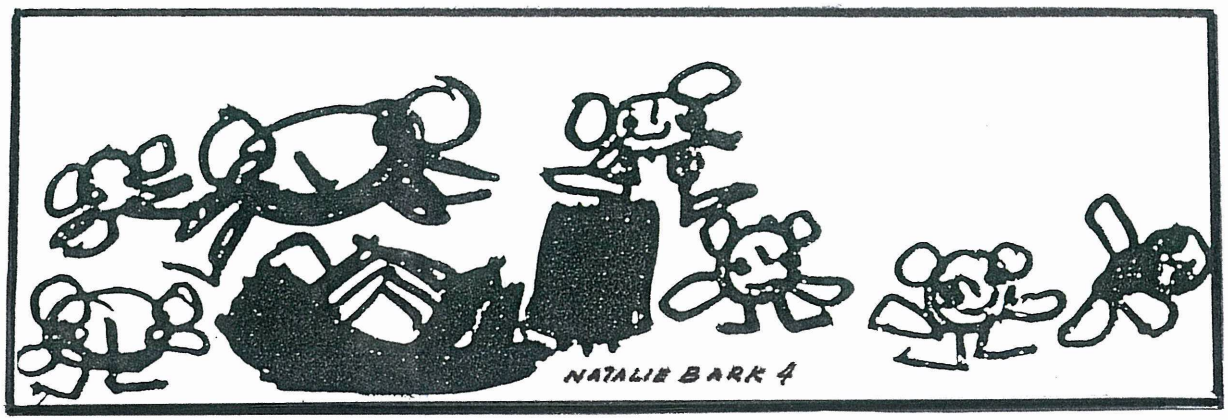
114. He drank milk and ate corn since he was born.

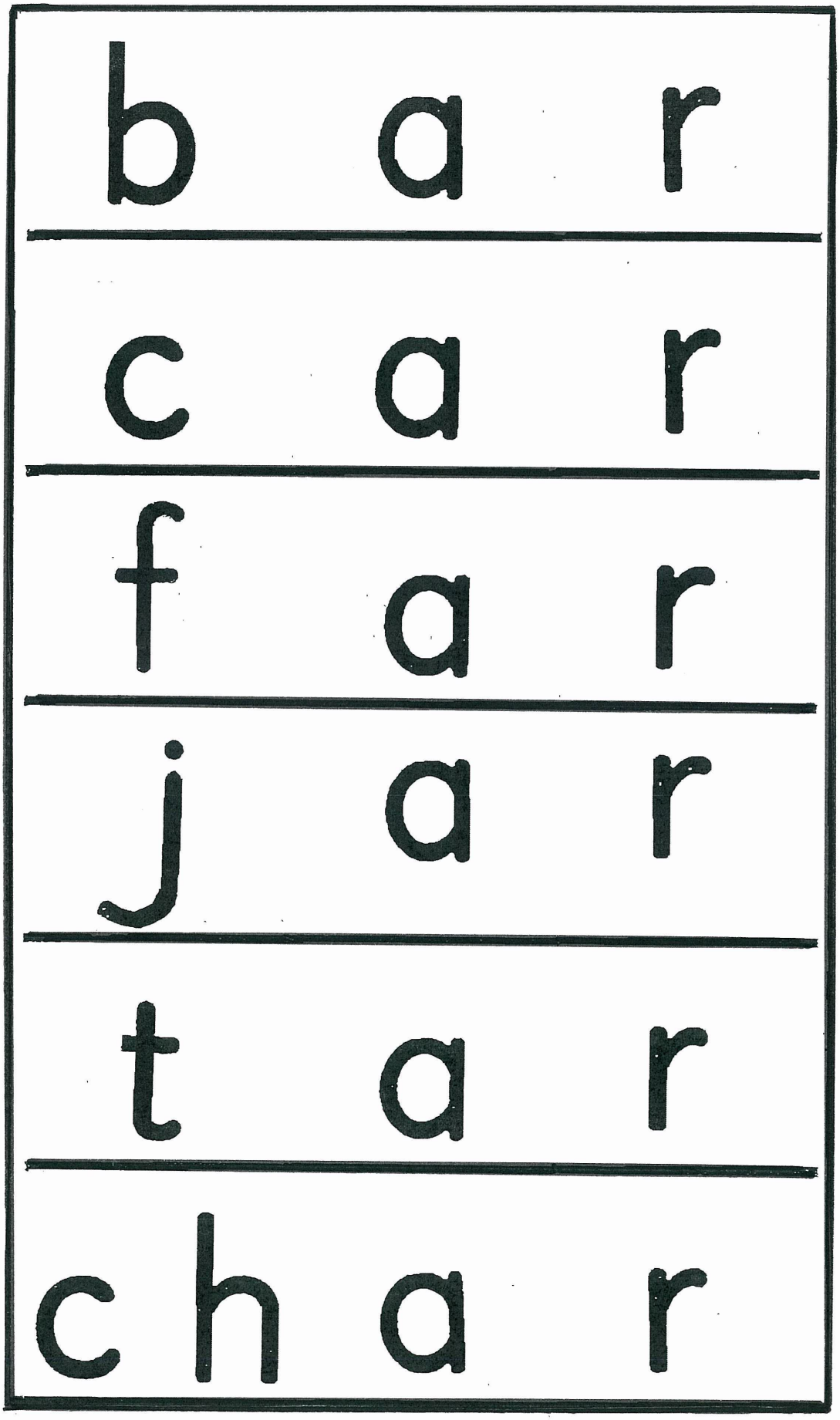
115. That sort of torch is too short to light up the porch because it faces North and so forth.

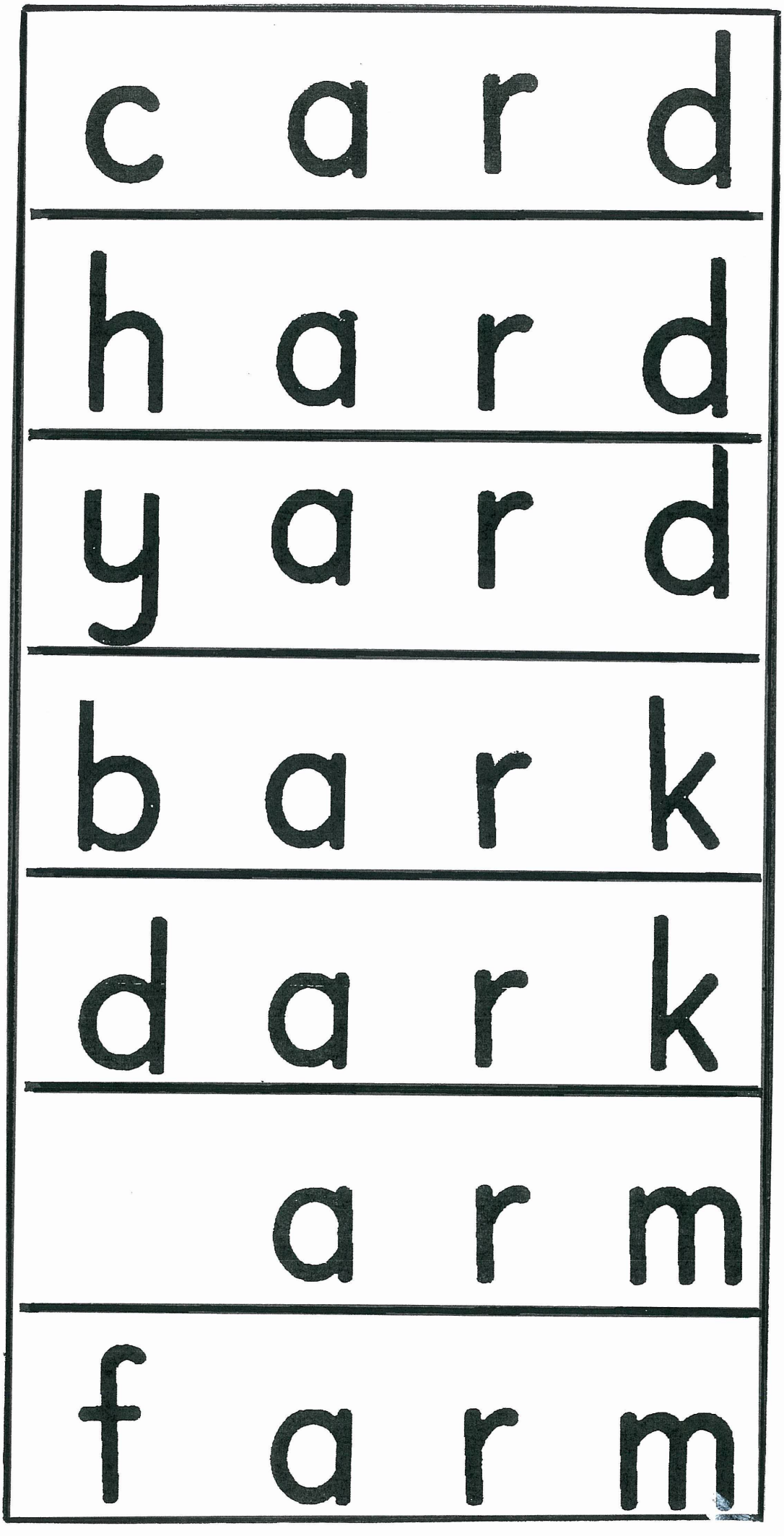


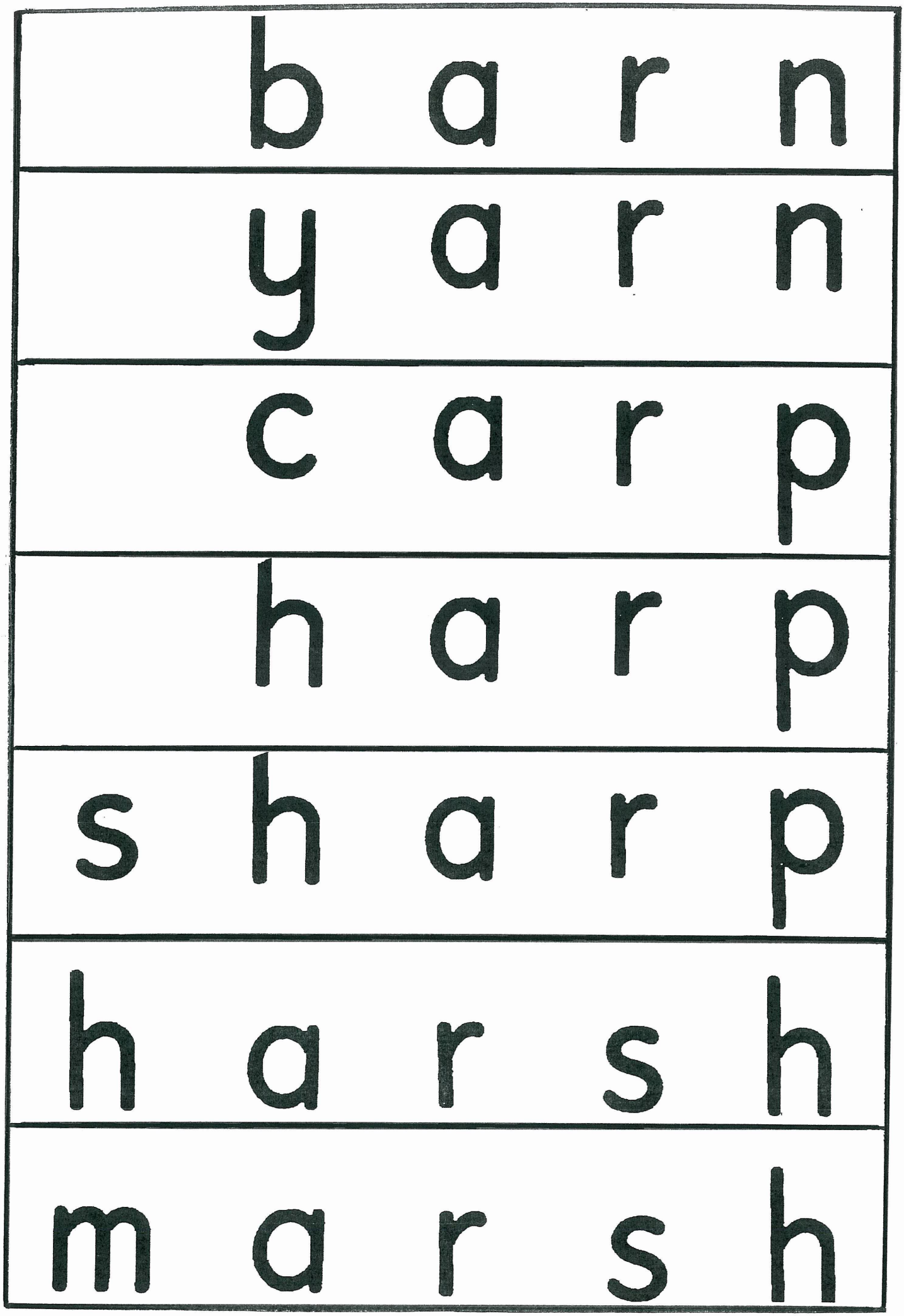
we are

SMART




b a r
c a r
f a r
j a r
t a r
ch a r


card
hard
yard
bark
dark
arm
farm

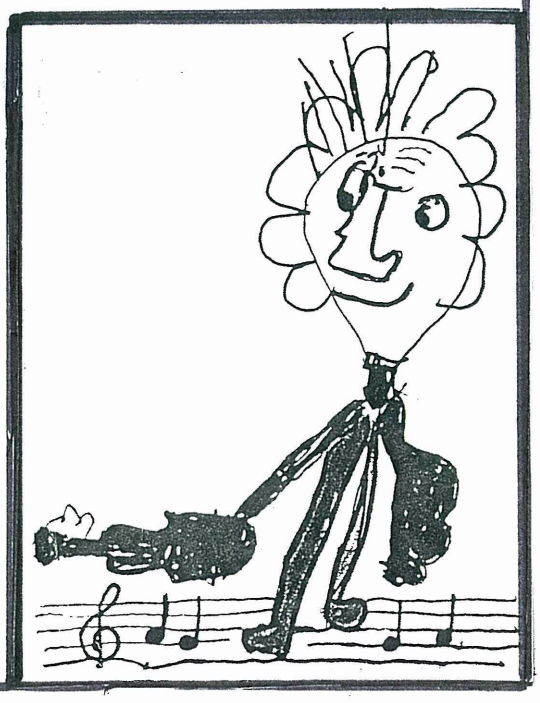

barn
yarn
carp
harp
sharp
harsh
marsh

art
cart
dart
part
arch
march
parch

116. Since it went too far, the tar-or charcoal coloured car ran into the milkbar where we usually are.

117. The farmer broke his arm on the farm.

118. He heard his dog bark in the dark because he ran too fast into the yard.



Revision

Word Families

1. Teacher reads one family.
2. Students repeat.
3. Students read by themselves.

SUN	up	under
us	cup	thunder
bus	pup	----------
----------	----------	bun
dust	but	fun
gust	cut	gun
just	----------	nun
must	much	pun
	such	run

come
some

---

other
mother
brother
smother

TAN

bad
had
lad
glad

back
black

---

am
sam
pram

---

can
man
ran
than

---

and
band
hand

land
sand

---

camp
damp
lamp
ramp

---

at
hat
bat
sat
that

---

as

has

TOM words

soft
loft

got
hot
not
lot

ox
box
fox

long

song

SKINNY

dim
him
rim

bid
did
kid
hid
lid
mid
rid

if

big
dig
fig
pig
rig

fix
mix
six

in
bin
fin
pin
sin

dip
hip
ship
---
it
bit
sit
hit
lit
kit
---
ring
sing
---
bill

fill
will
---
is
his
---
here
mere

PENNY words

bed
red
shed
---
beg
leg

peg
---
stem
them
---
bell
sell
tell
well
---
hen
men
then
when

bend	less	air
lend	mess	hair
mend	dress	PALE words
send	----------	day
----------	yes	lay
sent	----------	may
went	bet	say
----------	get	play
left	let	----------
theft	met	they
----------	net	grey
help	pet	prey
kelp	set	PETER words
yelp	yet	be
		me

he	hike	SCOUT words
she	like	how
we	TONY words	now
---	go,no,so	cow
see	home	---
tree	dome	down
---	tome	gown
feet	---	town
meet	over	PAUL words
---	rover	or
been	Dover	for
keen	clover	---
seen	BOY words	saw
TINY	boy	draw
by, my	toy	jaw

claw

---

all
ball
call
fall
hall
mall
tall

SMART

---

father
rather

bar
car
far
star

GIRL words

girl
twirl
whirl

---

her
per

SUE words

do
to

---

good
stood

---

book
look
took

---

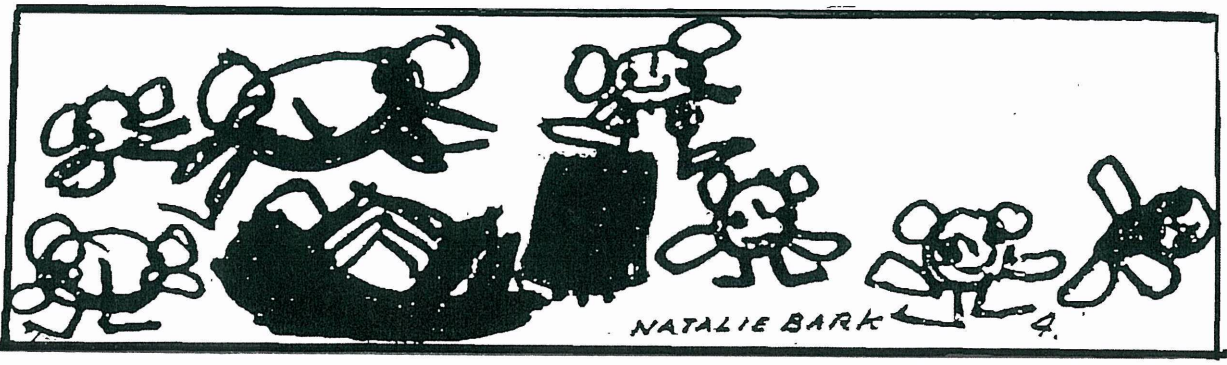
cool
fool
pool
school

THE SENTENCES

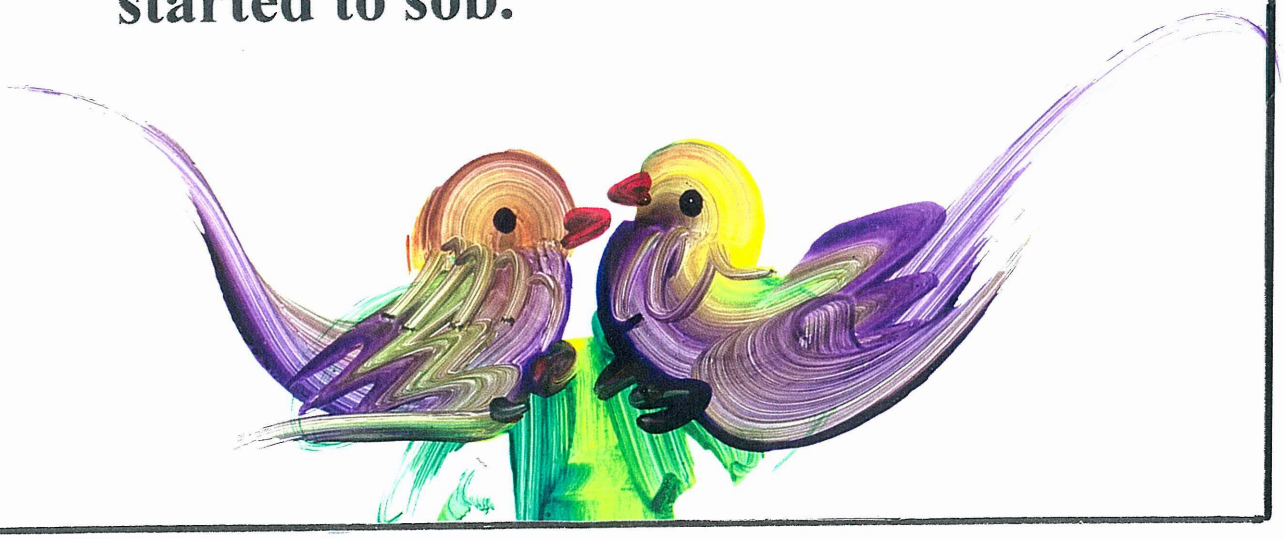
Please note: The capital letters at the beginning of each sentence are part of an incidental reading exercise only.

REVISION

1. The cub sits in the tub.
2. The cow is chewing her cud in the mud.
3. Give me a hug.
4. One little bug hopped into my mug.
5. Her mum likes to hum, but not when she helps to do her sum.
6. The nun went for a fun run in the sun.
7. The pup jumped up and over the cup.
8. Mr Butternut lives in a rut in his hut.
9. Nigel Nab went to his lab.
10. The lad had a dad who was always mad.

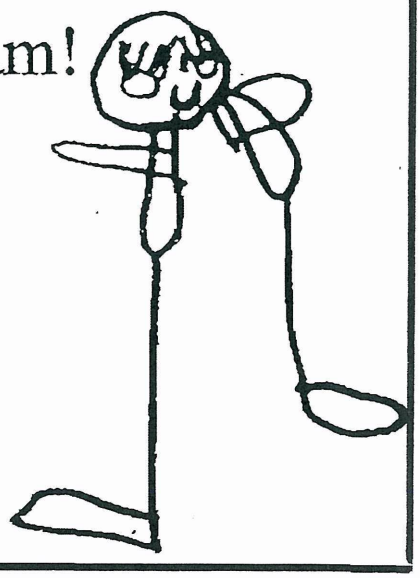


11. This old hag in rags smokes fags while she nags.
12. “Here I am.” said Sam.
13. But when his pram rolled into the dam, he swam and he swam…
14. The man and his nan ran behind a tan van.
15. The chap put the map on his lap.
16. He told his dog not to yap while he had a nap.
17. Her fat father caught a rat under his hat.
18. The fat black cat sat on the flat mat.
19. He has as much as she has.
20. A robber in the mob robbed Bob of his corn on the cob.
21. Unfortunately, the poor boy started to sob.

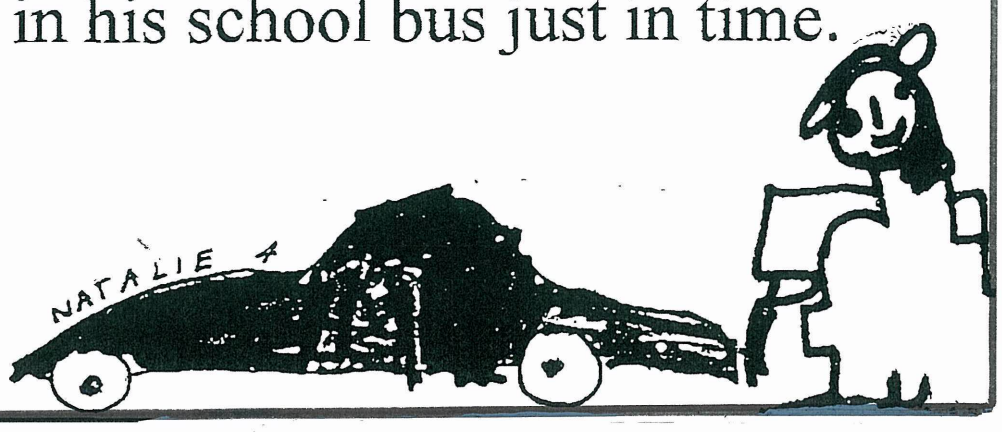


22. When Mrs Mod fills her hod with rods, she nods.
23. Can you see a hedgehog in the fog?
24. Can you make me an eggnog?
25. An ox is bigger than a fox.
26. Father wants to lop a tree top to make a new mop.
27. It is very hot! No, it's not!
28. Baby Glib played with a squib in his crib and wrote a fib on his bib.
29. Billy the kid hid behind the lid.
30. Miss Fig lost her wig because it was too big.
31. They will fix the mix at six.

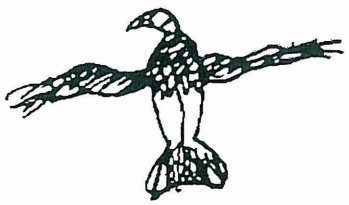
32. Prim Miss Vim sits next to Tim because she likes him.
33. Fiona Fin wanted to win, but she tripped over a bin.
34. While I took another sip, I hurt my lip.
35. The nitwit was hit by the lamp he had lit, so he had a fit and fell into his sand pit.
36. The book you took is his.
37. My dog ran with its neb into a cobweb.
38. Ned turned red because he didn't want to go to bed.
39. Greg tripped over an egg and broke his leg.
40. Are you an ex-hex, Sam? Yes, I am!
41. Rex tried to vex the hex.



42. When the men paid us ten yen for each hen, we went down to the fen. "Did you get them?" Asked Pep. Yep!
43. Has the vet been yet? No, he says that it's too wet.
44. Jump over the net. Ready, set,…
45. The cub looks like a grub; that's why it sits in the tub.
46. Mr Suds lost his duds.
47. The bug and the slug dug a hole in the rug.
48. Yum Yum loves to chew chewing gum.
49. Run to get your bun. The cat jumped up to catch a scup.
50. Gus took us in his school bus just in time.



51. Cut up this yellow butternut, but don't shut your eyes!
52. Nigel Nab took a cab to go to his lab.
53. The dad was glad that his lad had never been bad. The price of the bag is on the tag. Ham or jam?
54. Can you make a pancake? There was only a small gap between his eyes and his cap. Give th cat a pat.
55. Bob lost his job. Since he couldn't have his horse shod, he went out with his dog for a jog.
56. Tom the Pom's fox may have chicken pox, so he is put in a box where it never stops eating paddle pops.



57. The tot got stuck in her pot while her sib broke one rib when he did a skid into a tin of squid.

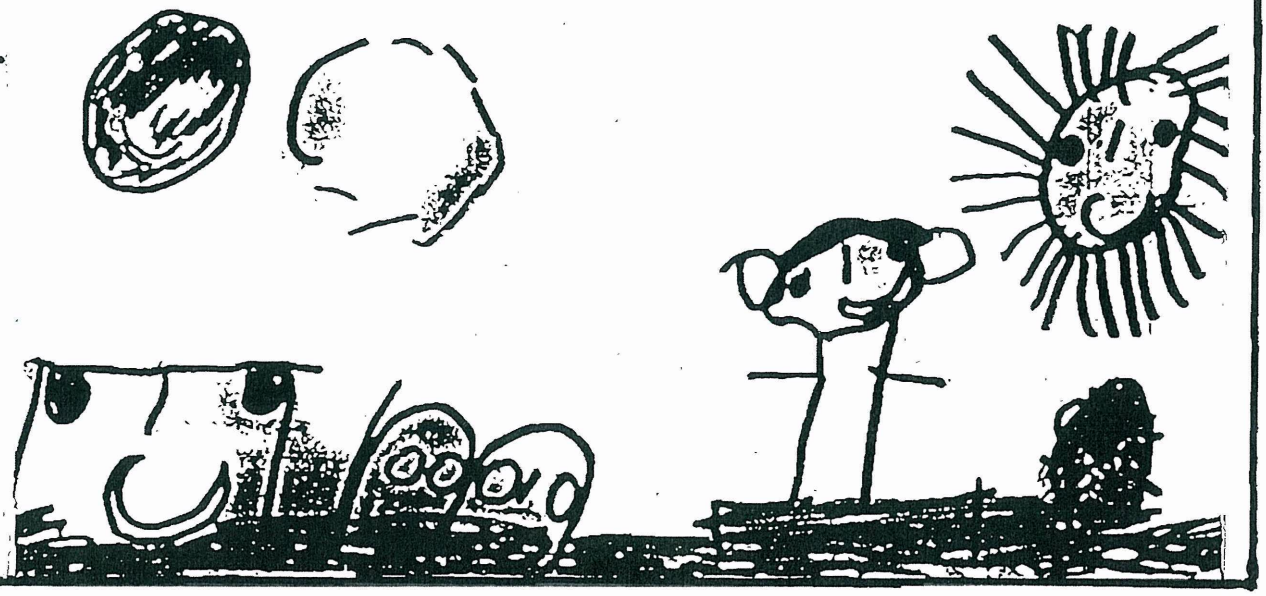
58. Dad had to dig to bury our big pig. Afterwards, Kim gave him a dim sim because he is as thin as a pin.

59. Don't trip over your slippery dip while you skip; your hip or your lip might split when you do it.

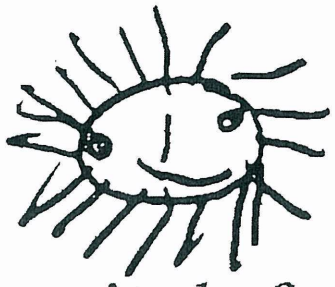
60. When Ted's nose bled, he ran into the shed, sat down on a keg to stem it with a peg.

61. Ken hid in a lion's den together with some other men.

62. Our pet doesn't want to sit under a jet to get wet.



63. Our hens only lay eggs in May. Say "good day" before you go away. The sunray makes hay while we play.



64. Jade made a lampshade.

65. This new bit is safe and won't chafe.

66. What's your age, Page?

67. Jacques sits by the lake with a fake milkshake.

68. The ship got lost in a gale near Mona Vale.

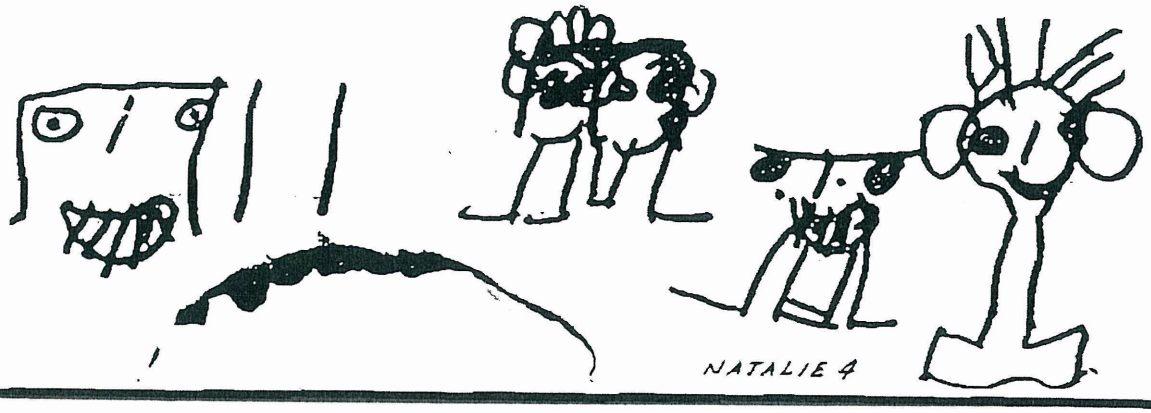
69. The dame came to see the game.

70. Jane brushed her horse's mane.

71. The ape was a bit out of shape.

72. Near the end of the race, the ace had a red face.

73. Don't lock the gate at eight in case I'm late.



74. You need a shave, Dave! But the old man gazed in a daze at the haze. Amazing!

75. As soon as we see a bee, we flee.

76. Can you feed a cow on sea weed? Yes, indeed.

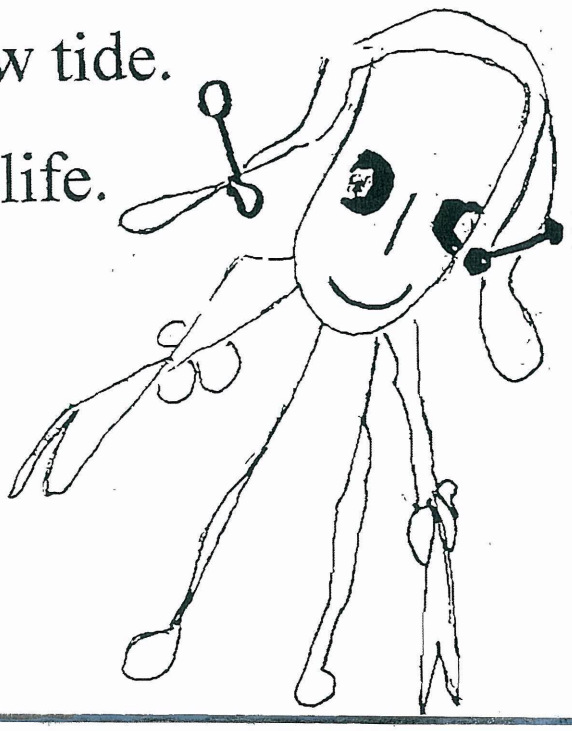
77. My friend sells pies with Australian beef on th Great Barrier Reef. He's Greek.

78. Kids are keen to play hide-and-seek every week.

79. The jeep gave a beep to chase the sheep down the street.

80. Don't be shy; try to say, "Good bye!" They are going to have a ride at low tide.

81. He lost his wife and his life.



82. First pick up the tile from the pile, then it's time to dine in the sunshine with lemon and lime.
83. Use the dishcloth with the green stripe to wipe.
84. Ice is nice but quite hard to bite, harder than flying a kite.
85. Clive can dive although he is only five. Early to bed and early to rise makes a man healthy, wealthy and wise.
86. He learnt Morse code while he rode. His horse would nearly choke while he spoke or jump over a hole of a mole.
87. The gnome isn't at home; he's in Rome. He was on the phone, but all I could hear was a dial tone.
I hope he can cope.

88. He sent me a note not to vote. That's all he wrote.

89. Any news? Yes, Mrs Rose chose many toys for the boys.

90. He buried the oil without foil in the soil.

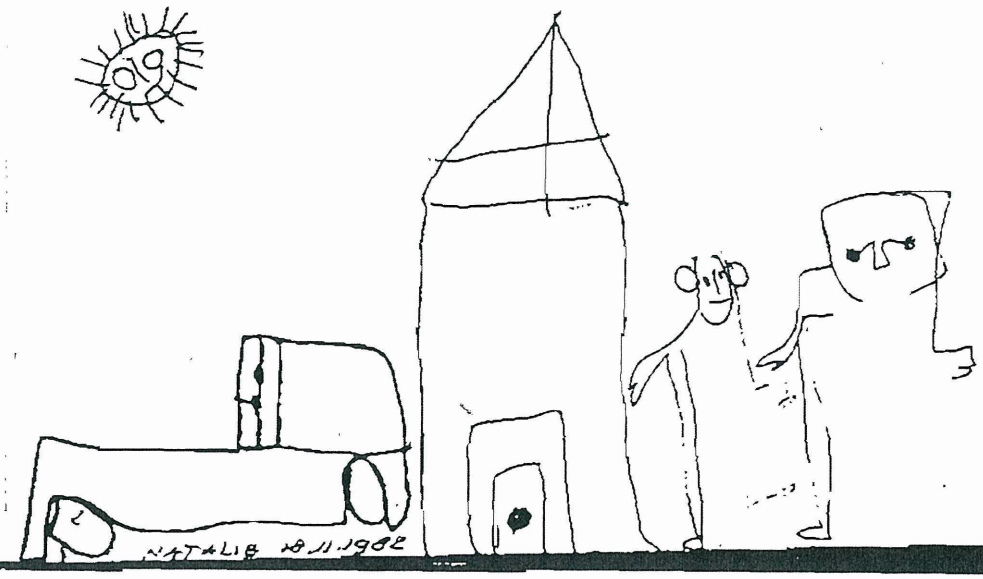
91. You must flip a coin; only then do you have the choice to raise your voice.

92. The lout went out to slouch on a couch with his mouth to the South. Ouch, don't touch!

93. Our milk turned sour within one hour.

94. She doesn't snore any more as before; a sword cut her vocal cord.

95. Use a fork, not a cork to eat your pork!



96. Norm is in good form. He ate milk and corn since he was born.

97. That sort of torch is too short to light up the porch because it faces North and so forth.

98. Since it went too far, the tar-or charcoal coloured car ran into the milk bar where we usually are.

99. The farmer broke his arm on the farm when he heard his dog bark in the dark because he ran too fast into the yard.

Smart-Girl-Sue sounds	
1.	Life is harsh on the marsh.
2.	The wind is as sharp as the teeth of a carp or as cold as the steel string on a harp.
3.	There are many socks to darn, and yet there's always time to spin a yarn in the old barn.
4.	It's quite an art to throw a dart from a fast go-cart.
5.	Did you see three soldiers march through the arch? They looked like stiffened

Smart-Girl-Sue sounds	
	with starch.
6.	It's an easy task to ask for a mask.
7.	It's quite difficult to grasp a sharp rasp. I rather ask my father to buy cherries or raspberries. (look like)
8.	Although we were fast, we came last.
9.	She had a bath on the footpath.
10.	He is with her in here. He is also with her in there, so where are they? Solve this riddle.

Smart-Girl-Sue sounds	
11.	Did you see that bird, sir?
12.	Little girls chirp like birds; they wear shirts and skirts.
13.	Turn off the urn but don't burn yourself.
14.	The nurse lost her purse.
15.	The urchin used to sleep in church.
16.	I must write ten words for homework.
17.	Who can count to three? I can. One, two, three.
18.	Silent W: two

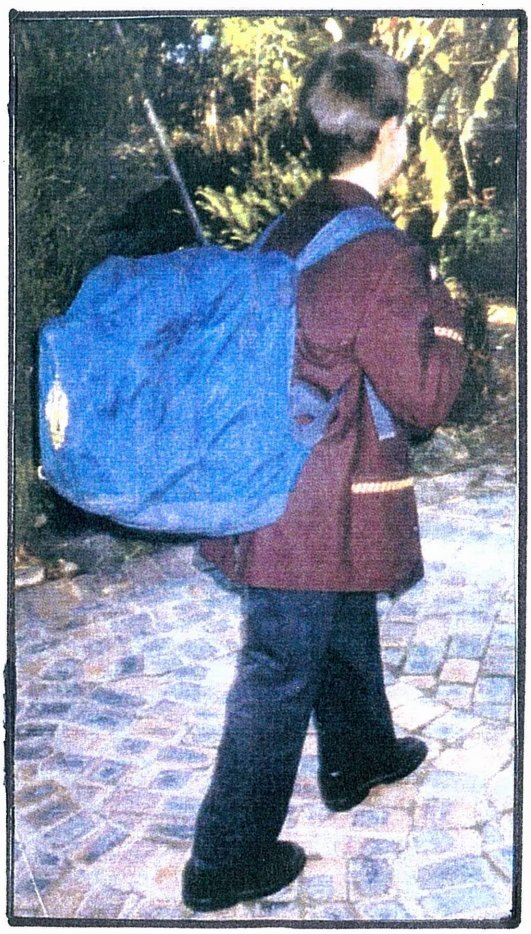
Smart-Girl-Sue sounds	
	Two relates to twice, twelve and twenty.
19.	Don't move! I can't. I'm not mobile. (v and b relationship).
20.	Ten toes in two shoes.(from Dutch: schoenen)
21.	You should eat your soup!
22.	Are you going to the zoo too?
23.	Mr Wood lost his hood.
24.	It will soon be noon on the moon.
25.	Our goose is loose
26.	Are you in a good mood?

Smart-Girl-Sue sounds	
	If so, try this food.
27.	The cook had a look in his cookbook.
28.	It's cool, put on some wool.
29.	Sweep your room with a broom.
30.	Put your boot on your foot.
31.	Is it true that Sue turns blue when she eats glue?
32.	June can only sing one tune.
33.	I refuse to use another fuse.

Smart-Girl-Sue sounds	
34.	The bull is too full to pull or push the cart out of the bush.
35.	If you would and you could, you should, but if you wouldn't and you couldn't, you shouldn't.
36.	My mother likes to stare at a star while my father takes care of his car.
37.	The barge is too large.
38.	Half a calf: two legs.
39.	The naughty daughter loved to laugh.

Smart-Girl-Sue sounds	
40.	An aircraft has fore and aft. a raft
41.	A new Australian in my class lost his buspass.
42.	Can you surf on turf?
43.	Herman is German. He caugt a germ last term.
44.	A worm works in the underworld.
45.	He never burps or slurps.
46.	It's my birthday.
47.	I wish I knew what to do

Smart-Girl-Sue sounds	
	with the new crew.
48.	Knock, knock. Who's there?
49.	Fruit juice with ice? Suits me!
50.	The brute plays flute on his ute.



	Mixed Sounds
51.	Can you tell why the bell fell into the well?
52.	Can you draw what you saw?
53.	Mrs Pong Ping likes to sing a song all day long.
54.	"How do you do?" asked Winnie the Pooh.
55.	Bill is still very ill.
56.	He jumped off a cliff so he was in shock till 6 o'clock.
57.	He lost his gloss so his boss was cross because they both suffered a loss.

58.	There was nothing left after the theft?
59.	What time will you be back, Jack?
60.	"These please, not those."said Rose.
61.	"You're in my way." said Ray.
62.	The poor man couldn't even open his own door, but when he climbed through the window, he fell through the floor.
63.	If you can say, "Now or never." you are very

	clever.
64.	My frillneck can write every word in sight, but not quite fly my white kite.
65.	If you can't even spread soft butter on your bread, I'll do it instead.
66.	Their duck was out of luck; it died between seven and eleven.
67.	It was fond of swimming in its pond. Unfortunately, the fox who killed it came from beyond.
68.	The black dog played

	with the green frog.
69.	The white kitten liked its dish of fish.
70.	I'm too sick to pick up this brick.
71.	Most people cannot throw a tennisball let alone a soccer ball over that tall wall.
72.	He left his gift behind in the lift.
73.	Your flag looks more like a rag.
74.	My aunt found ants in her pants.

	aunt and uncle
75.	"Give me a ring," said the queen to the king when he left to stay away for several years in Bombay.
76.	The game is not the same, but who's to blame?
77.	What's your name?
78.	Birds lay eggs in a nest. Men grow hair on their chest. The sun sets in the West. Dolls and babies are put in a cot to rest.

79.	A tap that leaks is not the best. Seeds sprout in valleys or on a crest. Come in and be my guest.
80.	I think I need a drink; I'm very thirsty.
81.	What kind? I don't mind; water will do. What are you having?
82.	Who's next?
83.	I always thought that it was enough to be tough.
84.	Paul is almost too small to fall.

85.	What did you say? I said nothing.
86.	It was a pity that the plane didn't fly high enough above the city. (from Dutch)
87.	I find it hard to see anything at night without light.
88.	"Things are really getting better," wrote my cousin in his letter.
89.	The past is gone, the present is here, the future is upon us.

90.	If someone says that something can't be done, someone else has already done it. (Chinese proverb)
91.	The whole show was different till the end.
92.	You need to open your eyes to see the flight of the bumblebee.
93.	eyes, see, seek, peek, peer, sleep, weep.
94.	A number of children were told that the water was too cold to wash their heads and faces, so instead,

	they were taught how to do up their shoelaces. However, one child walked across the moss to buy a fairy floss. Then the whole group had soup.
95.	"If you look at the point of your nose, you look cross-eyed," said Rose.
96.	"My son is a very good boy as long as you don't bother to smother him," said a mother to the brother of another mother.

97.	Drop the y and put an i! I'll try. I tried. Thanks for trying!
98.	I'll tie my shoelaces. I tied them because I tried tying them.
99.	He lied. He was lying. He always lies.
100.	Here lies the dead body of a fly. There are many more lying on the floor by the door.

TWIST WORDS

	How to Remember
WRIST	WATCH
WRESTLE	
WRING	WET
WRUNG	WASHING
WRENCH	WORK BENCH
WREATH	WEAVE

SUNBALL

1. This black cat, with a bell around its neck, likes to play with a ball in the sun as soon as it comes up.

SHOE WITHOUT TOE

2. Rick is waiting for the schoolbus. When it comes, he picks up his bag and puts it in, but in such a way that it lands on busdriver Joe's foot. OUCH! The man's face turns red, and so does his toe, so he has

to take off his shoe!

---

3. My black cat came in with her baby kitten in her mouth.
She put it on the floor by the door and then went away to catch the mouse under the house.

A FOX TALE

4. Can you draw what I saw?
A lame duck running for its life to escape the claw, as sharp as a nail, of a fox

without tail, standing still on top of the hill.

AMAZING

5. Do you know little Miss Brittle? Yes, I do. The girl can chirp like a bird on its birthday and dress her doll while jumping over a skittle.

RIDDLE WITH CREAM

6. Where are your father and your mother? He is with her in here, but he is also with her in there. You get it?

They are rinsing the cow's udders so that she will give clean, creamy milk.

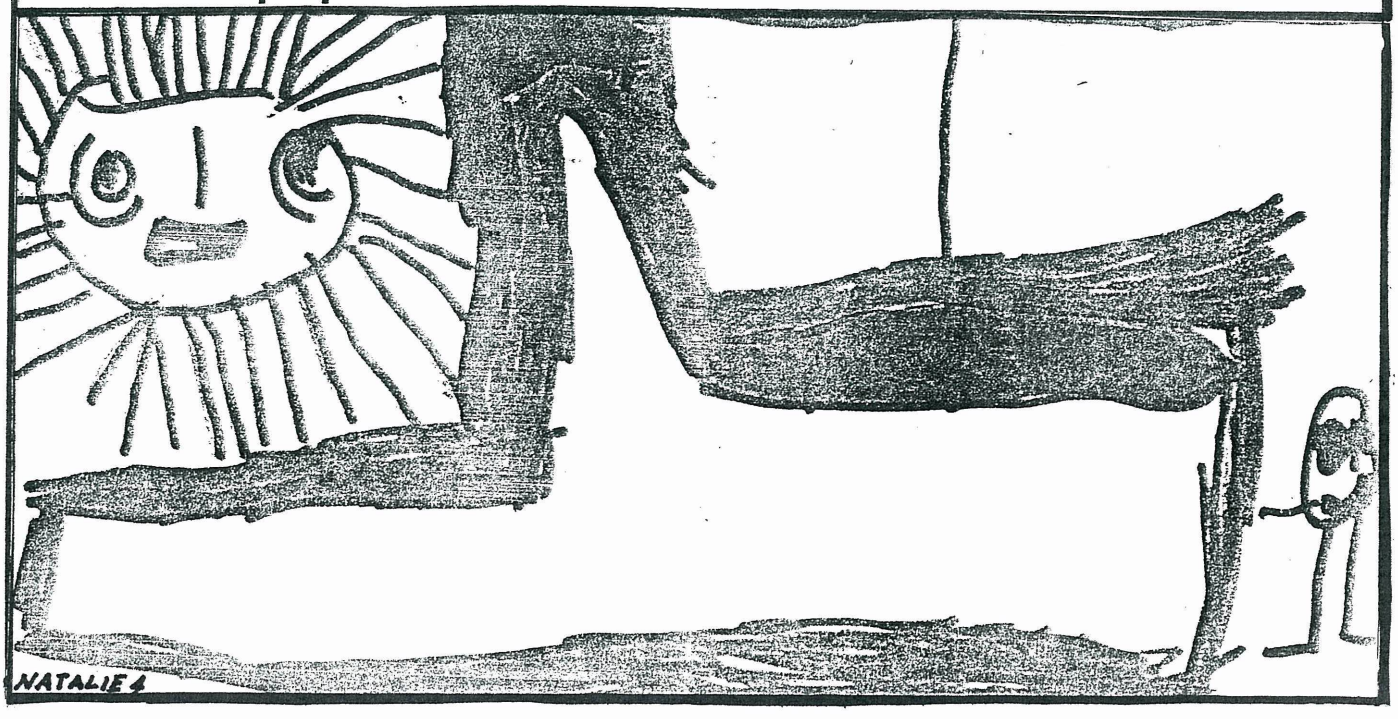
MARTIANS?

7. One day in May, two men, with egg-shaped heads and only one ear, came to our house. They took off their new fur hats and asked if they could have a cup of tea and something to eat. They said that anything would do.

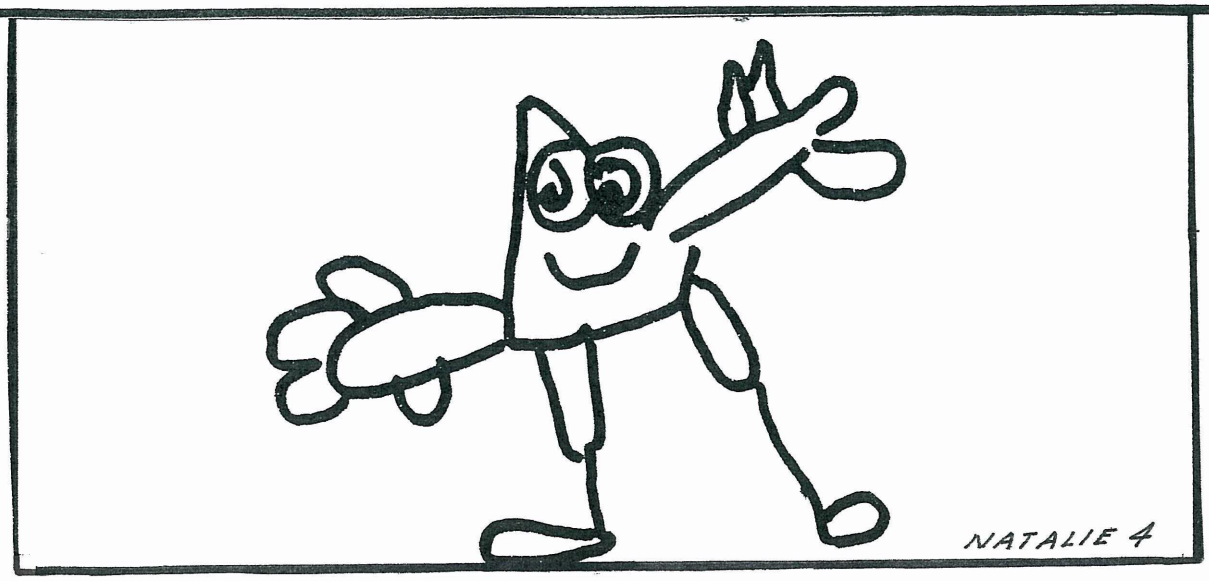
ESCAPEE

8. Come here, look! One little baby bear is jumping up and down in his cage because it sees three little children play with a ball. It wants to run with them. Can he get out? No, it can't make it, and its mother won't help of course because yesterday, it ran away.

9. My friends had their first ride on horseback along the very dark and bumpy road up the hill where I live. On the way, they found a little pup asleep under a tree, next to a basket with dogfood. Of course they wished to know where it came from, why it was left there, and what had happened to its owner.



10. Tom was coming home from school and then wandered off to the shopping centre to play handball with the milkman's son.
Tom was a smart boy and not frightened of the traffic. He quickly and safely crossed the road because the light had just returned to green.
After the game, he jogged home and fed his horse.



OUCH! DON'T TOUCH

11. When Mrs Halfcalf came home, she did what she always does: take off her coal coloured coat in order to hang it on the bathroom door rather than throw it on the floor. Then she fed her coal coloured goat who loved a watery meal of oat. Unfortunately, she had forgotten to turn of the urn and thus burnt the goat's throat.

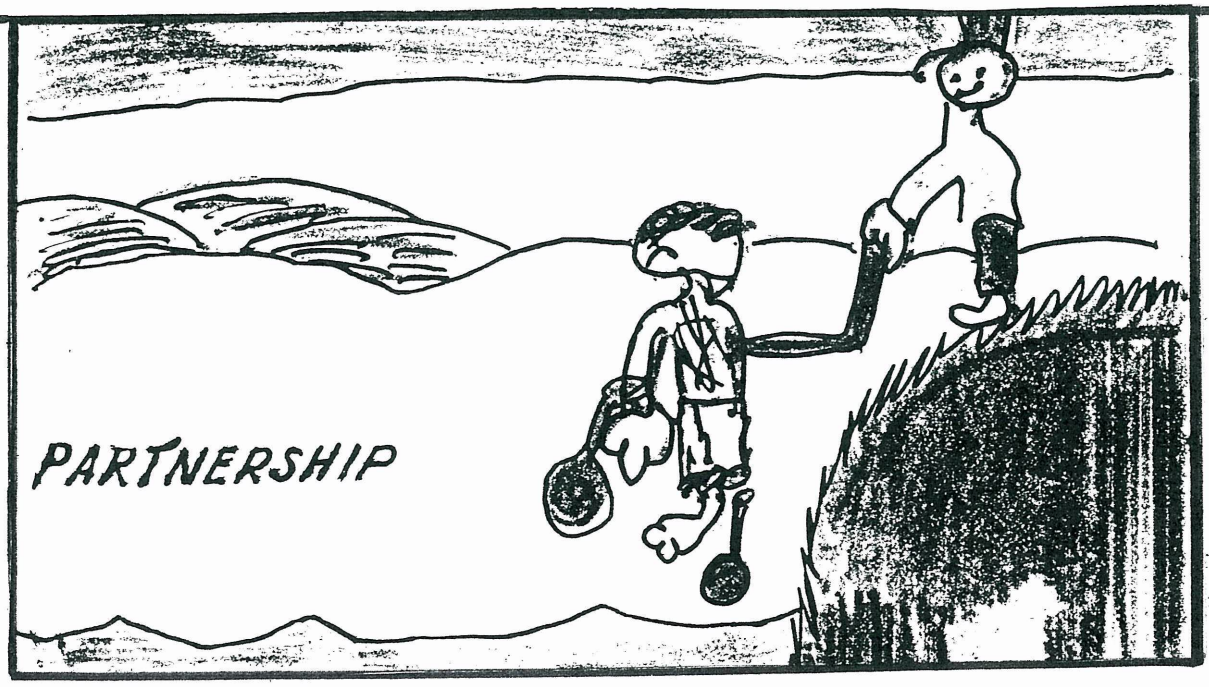
In order to cool it off, the goat jumped from her houseboat into the moat. Fortunately, it started to bloat in order to stay afloat.

HIDE AND SEEK

12. The farmer's sheep slept under the stars in the large forest around the station. Then they had breakfast. Suddenly, it happened. A

heavy looking wolf came by in the hope of finding something to eat for lunch, or better still, for brunch. However, the woolly bunch hid in the long grass in the field across the river as soon as they saw his fur, the colour of liver.

Since he chose to follow his nose, all he could do was to shiver when the water rose.



Words on stage is the unique way used to turn the 140 most common words into a simple story.

Reading instructions: the teacher reads a whole sentence. Not until students can repeat it fluentlly,should they read it. Eyes recognised what the brain has registered. It replaces the old method of "sounding out".

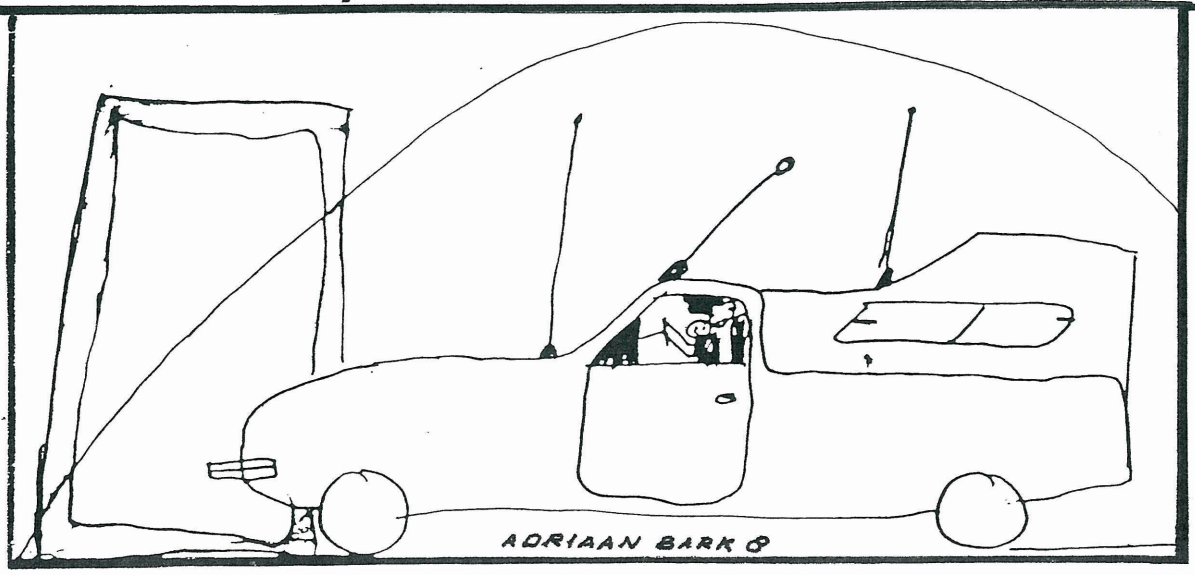
Prevention is better than cure

(Incidental exposure to capitals)

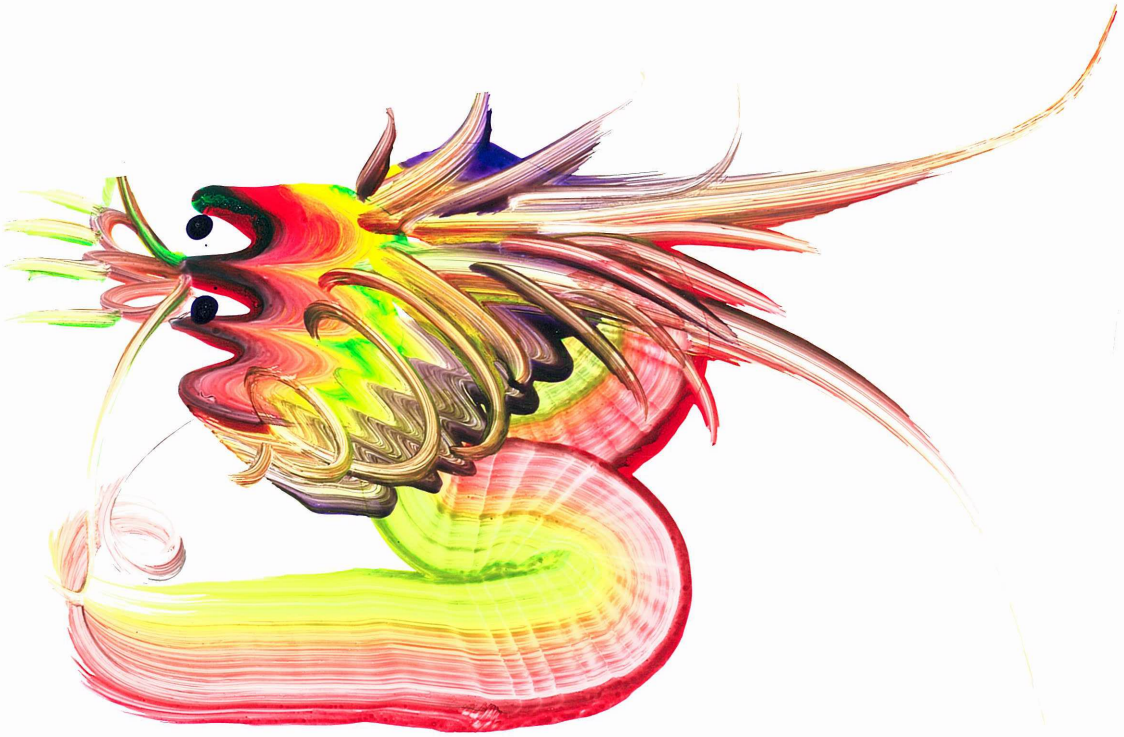
- Mr and Mrs Layman have a son Bill, a boy of six.
- If there is no school, he likes to play with his ball.
- Then it is at his feet all day long.

- He will run up and down from the well to the shed at the back of his home in Campsie.
- You must go and see him.
- If you do, you will be glad you did.
- Tell your father and your mother.
- They may like to meet him as much as you do.
- You can get there by car or by ship, but I beg you.
- "Ring them first, just in case."

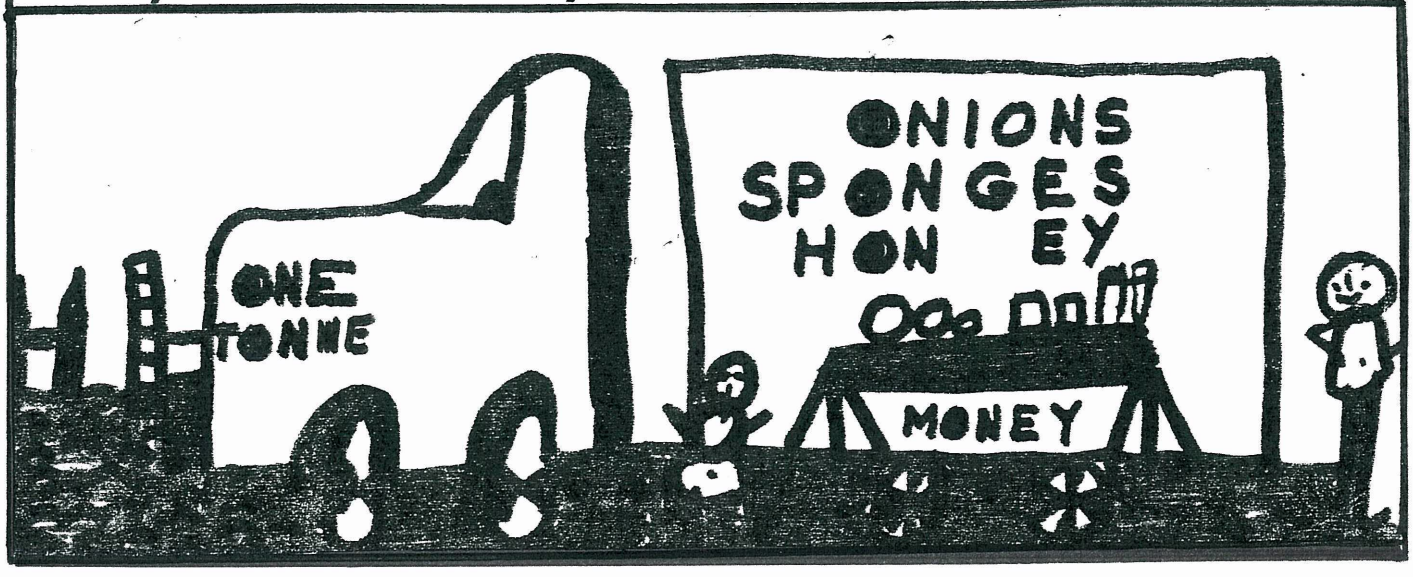
- They will say, "Yes or no," so that is not too bad.
- I went myself on a Monday.
- We were rather poor at the time.
- We had no car, so father said. "Let us send him by airmail. We will put him in a box. We will fill it up with some milky bars because that will make him sit still."
- So they did.



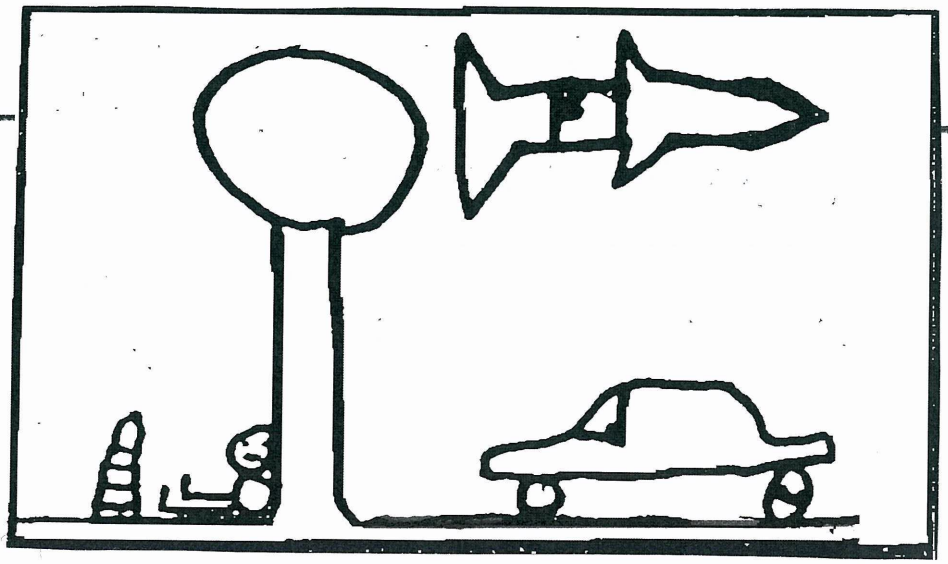
- They ran outside when they saw the big jumbo jet fly over.
- It took a day to get there.
- When I got out of the box, I looked like an aborigine, because it was hot, so the chocolate had melted.
- "Good day Pete," I called.
- "Where are you? Come and see how sunburnt I am!"



- He didn't hear me, so I turned left and went into his bedroom where he was reading.
- He has got such a lot of books on this and that.
- The next day, I met his little sister, dressed in blue and a red hat.
- Pete said that she liked to sit under the big tree to sing her favourite song, softly, yet clearly.



- After lunch, Pete kicked his ball and sent it far into the strong wind.
- He must have been in good form for the ball went higher than ever before.
- Unfortunately, it landed in the tree.
- Fortunately, some men helped to cut it or else the ball would have fallen on the baby girl's head.
- She would have been dead for sure!



Dialogue:

A: Excuse me!

B: Yes?

A: Can I have an elephant please?

B: Pardon?

A: An elephant. Can I have an elephant please? I've got a bag to put it in. Look!

B: But you can't put an elephant in that bag!

A: Why not?

B: Because elephants are big, and your bag is small.

A: Well, can I have a small elephant, then?

B: No, you can't. I haven't got a small elephant. I don't have any elephants. I've only got what you can see here. Cats,dogs, rabbits...

A: I don't like cats and I don't like dogs, and I really don't like rabbits. I know! What about a goat? Can I have a goat? Goats aren't very big.

B: They're too big for your bag. And anyway, I haven't got any goats.

A: Yes you have! You've got a goat in your garden.

B: But that's my goat. You can't have it. It's not for sale.

A: Oh.

B: I've got a suggestion. What about a mouse? Mice are nice, and they're small.

A: Mice are stupid. My brother's got a mouse. It's really stupid! And he's got a fish. Fish are ugly. I don't want a mouse and I don't want a fish or a cat or a dog and

especially not a rabbit!

B: Now listen, you!

A: I'll tell you what. I'll have a kangaroo. That's a good idea isn't it!

B: I said listen! Where's your mother?

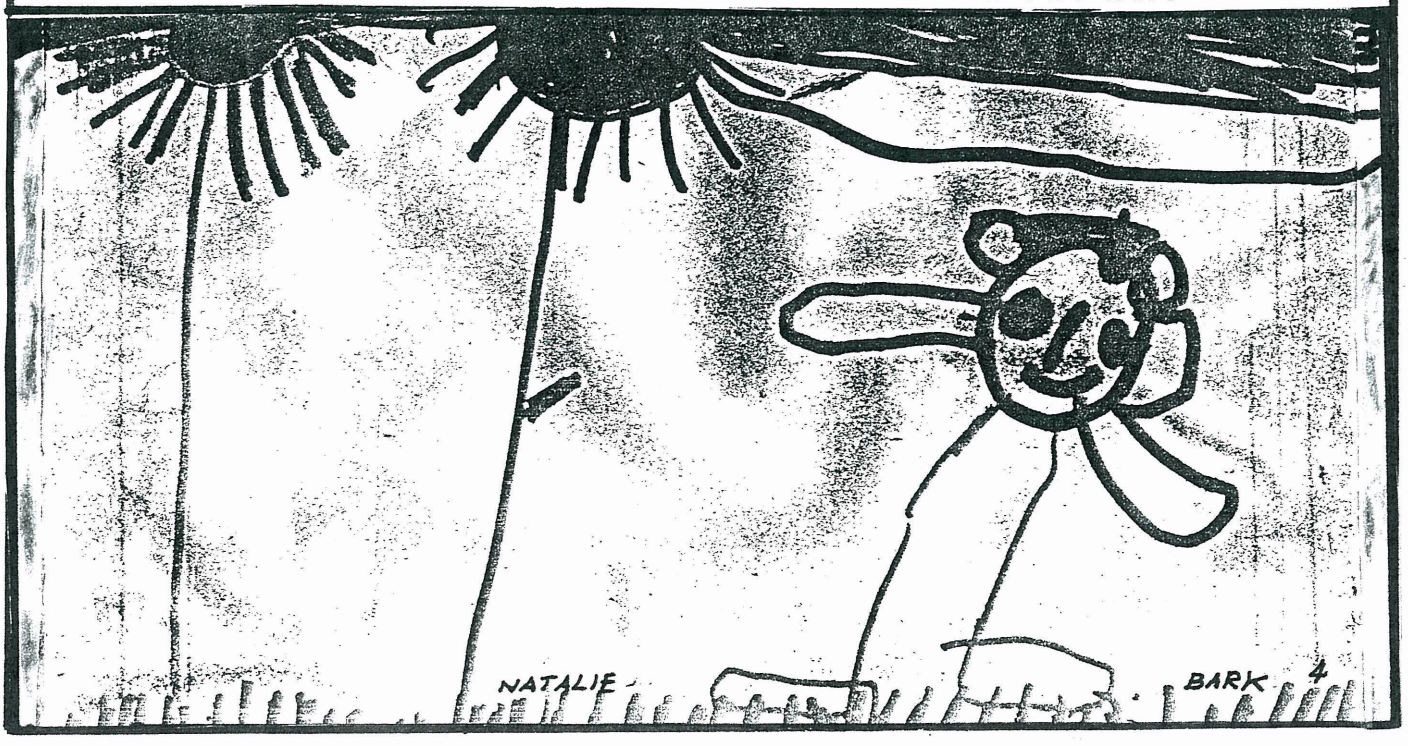
A: She's at home, having a rest; she's got a headache.

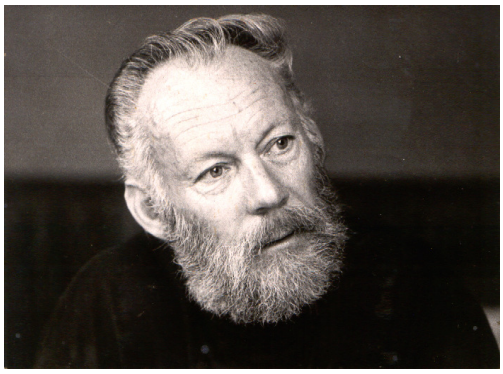
B: Well, where's your father, then?

A: He's in the restaurant behind your shop, having lunch. He doesn't like having lunch at home. He says I talk too much.

B: Oh, really?

MAUREEN LAVINIA BARK





Author's Background

Born 20.12.1928

1. **H.S.C. (HOLLAND)** 1947
   4 Unit Maths, Mechanics, Technical Drawing
   Physics, Chemistry, Biology, Political Economy
   History, Geography, Dutch, English. French
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2. Certificate of Ability, Nautical College — Holland. 1949
3. Diploma 3rd. Mate, Sea Going Trade — Holland 1951
4. Diploma 2nd. Mate, Sea Going Trade — Holland 1954
5. Spanish Commercial Correspondence — Holland 1954
6. French Commercial Correspondence — Holland 1958
7. English Commercial Correspondence — Holland 1961
8. Language Studies: Friesian, Italian, B.A. French
9. High School Teacher: English & French — Holland 2 yrs
10. High School Teacher — Australia 14 yrs
    De La Salle, Ashfield
    Latin, French & English.
    St. Dominic's, Kingswood
    Creative Writing, English, Subject Master Technical Drawing
    Patrician Brothers, Granville
    Creative Writing, Mathematics, Subject Master Music
    Oakhill College, Castle Hill
    Creative Writing, Mathematics, Subject Master Technical Drawing, French & Art
11. Insurance & Real Estate Agent (Finance)
12. Owner Builder (Rammed Earth)
13. Hawkesbury Adult Education — Creative Writing, Spanish.
14. Professional Musician — Accordion, Flamenco Guitar.
15. Author of Textbooks — English & Mathematics
16. Private Tutor since 1976: — K-12
17. Soccer Coach

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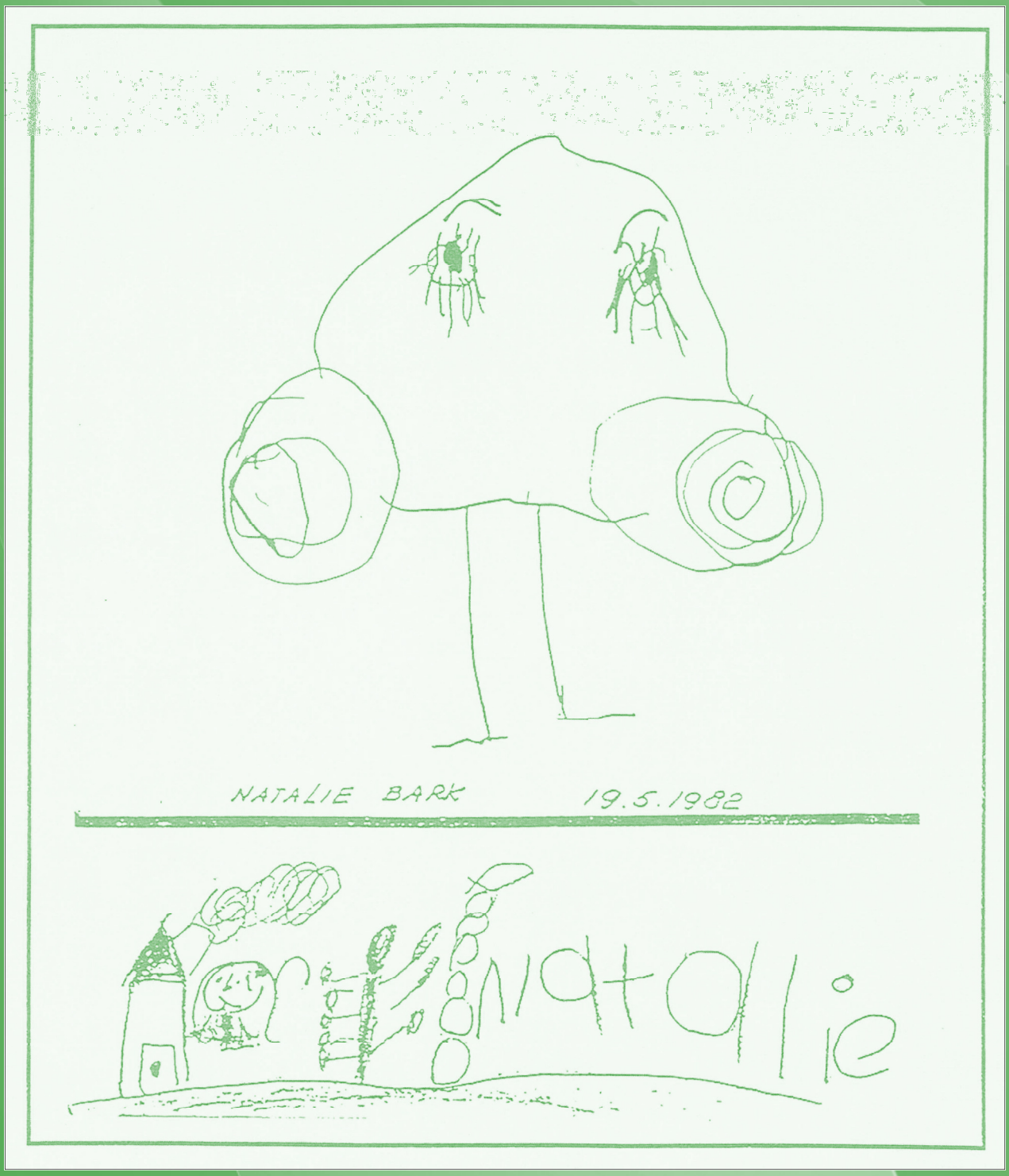

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